

THE  
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JOURNAL



*Fall, 1957*

VOLUME XXIII



NUMBER 1

*Published by*

THE SOUTHERN SPEECH ASSOCIATION

# The Department of Speech University of Florida Gainesville



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Head, Department of Speech  
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# The Southern Speech Journal

VOLUME XXIII

FALL, 1957

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## DALLAS C. DICKEY

1904 - 1957

"I want men to remember,  
when gray Death sets me free,  
I was a man who had many friends  
and many friends had me."—John Bennett

Dallas Dickey was a man of many talents and interests, but throughout his varied activities one dominant feature prevailed, his friendship. He wanted to share problems, plans, ideas; he could shake his head and say, "No, you're wrong there," or "That's right, that's right!" and in either situation one unconsciously knew he was a friend.

Dr. Dickey was a teacher. He received the A. B. degree from Manchester College, the M. A. from the University of South Dakota, and the Ph. D. degree from Louisiana State University. His teaching experiences ranged widely: high school youngsters at North Vernon, Indiana; undergraduate and graduate students at the University of South Dakota, Louisiana State University, and the University of Florida, and, as visiting professor, at other institutions. He was an outstanding teacher whose influence for better scholarship is remembered by many.

He was an author and editor. An intense interest in history was combined with his professional interest in oratory in his book, *Sergeant S. Prentiss, Whig Orator of the Old South*, as well as in many articles. His interest in his major professional field, public address, was represented by numerous articles and contributions to texts. He edited *The Southern Speech Journal* from 1948 to 1951 and was the first editor of the Speech Association of America's *The Speech Teacher*.

Dr. Dickey was professional minded. He was a past president

of the Southern Speech Association; he was a member of the Executive Council for many years; he worked on numerous committees, and he had just completed a history of the Southern Speech Association. He was active in the Speech Association of America and served on the Executive Board and various committees. Other professional organizations of which he was an active member included Tau Kappa Alpha, and the Southern Historical Association. In all his professional contacts he was a man whose untiring efforts, good sense, and friendliness made his council desired.

He was an ardent hobbyist. He was a golfer who's "Oh, pshaw," could be delivered with a variety of emotional connotations. He was a fisherman who would forget to rebait his hook in the midst of good fellowship. As an antique enthusiast, his eyes would dance during the telling of a particularly successful furniture renovating experience; and as a gardener he was generous with his successes.

Dallas Dickey was a Christian. At home or in his office, he was concerned about the understanding and use of truth. He was completely loyal to his friends, his profession, his institutions. Although a Presbyterian by profession of faith, he was a respecter of the beliefs of others. As a teacher, author, editor, professional man, hobbyist, and Christian, he was a man who could have said sincerely,

"I was a man who had many friends,  
and many friends had me."



# The Southern Speech Journal

VOLUME XXIII

FALL, 1957

NUMBER 1

## THE SOUTHERN SPEECH ASSOCIATION:

### PART III. THE ASSOCIATION, 1947-1955

DALLAS C. DICKEY

ANYONE REASONABLY FAMILIAR with the first twenty-five year history of the Southern Speech Association appreciates the degree and manner in which it has flowered since World War II. Eighteen people were registered at the first convention in Birmingham in 1930. In all the years prior to World War II, no convention registration approached the 1955 one when, for the banquet occasion of the silver anniversary of the Association in Memphis, upwards of two-hundred were present to participate in the historic occasion as the past officers were honored and as they reviewed the events of the twenty-five year period. A few individuals present in 1955, who also attended the first convention in 1930, such as T. Earle Johnson, Frances Gooch, and H. P. Constans, were in the best position to appreciate all the history and growth of the Association during a quarter of a century.

Hazel Abbott of Converse College, who was elected president in 1946 at the Atlanta convention, presided over the 1947 one which met in Baton Rouge. The convention was not as large as

*This is the third in a series of five articles by Dallas Dickey, completed shortly before his untimely death, August, 1957, on the history of the Southern Speech Association which are appearing in the Journal in connection with the Association's twenty-fifth anniversary. The first article, "The Southern Speech Association: Founding and First Two Years," was published in the Spring, 1956, issue. The second article, "The Southern Speech Association: Part II: The Association, 1932-1946," was published in the Fall, 1956, issue. Additional articles, "Forensic Activity," and "A History of the Southern Speech Journal," will appear in the immediate future.*

Mr. Dickey (Ph.D., Louisiana State, 1938), Professor of Speech at the University of Florida, was chairman of the committee charged with collecting the archives and historical holdings of the Association, and producing this history.

certain subsequent ones have been, but the program as built contained unique features. The convention was honored by the presence of at least two distinguished people from outside the region. Gladys Borchers of Wisconsin, a visiting professor that year at Louisiana State, was utilized on several programs. Also, Magdalene Kramer of Columbia University, then president of the national association, attended, and participated on several programs. The contributions at this convention of Miss Kramer and Sara Lowrey, then of Baylor University, to one program in the area of Interpretation, will long be remembered by those who were present. The 1947 convention was the first one for certain people who had recently come into the South and who have contributed much in recent years, such as Charles M. Getchell, Paul Brandes, and Waldo Braden.

Doubtless the most significant accomplishment of the 1947 convention was the attention that was given to the matter of adopting a new constitution. For some time various leaders had been convinced of the necessity of drafting a new one. At Atlanta in 1946 a committee, consisting of H. P. Constans, chairman, C. M. Wise, Rebeccah Cohen, and Robert Capel had been designated to write it. At Baton Rouge in 1947, it was presented to the Association, and was adopted provisionally, with the understanding that "further amendments, if they are desirable, and final adoption are scheduled for the next convention."

Suggestions for constitutional changes had been made from many sources, so that the committee was able to draft a constitution of merit. The new constitution designated the officers as President; First, Second, and Third Vice-presidents; Executive Secretary; Editor of Publications; and Business Manager of Publications. More clearly than ever before, the duties of the several Vice-Presidents were stipulated:

Each Vice-President shall be Chairman of a committee to supervise some major activity of the Southern Speech Association. Divisions are (1) Colleges, Universities, and Normal Schools. (2) Secondary and Elementary Schools. (3) Extra-Curricular activities sponsored by the Southern Speech Association.

The new constitution also made clearer the structure of the Executive Council. Naturally, the officers were designated as members of it. Moreover, a method was devised whereby elected representatives from the various states were to serve two years. Those "from the following states shall be elected in *even years*: Texas, Arkansas,

Florida, Virginia, Kentucky, Louisiana, Mississippi," and those "from the following States shall be elected in *odd years*: North Carolina, South Carolina, Tennessee, Georgia, Alabama, West Virginia." In addition, the provision was incorporated whereby "The President, Executive Secretary, Editor, and Business Manager of Publications," are members of the Council "for one year following the expiration of their terms of office." Finally, there was created as a part of the Executive Council "an advisory Board, consisting of the immediate past presidents and three members elected by the Executive Council for a term of three years with staggered terms of office," to "assist the President in determining policy and as otherwise needed." By the new constitution, then, the welfare of the Association was promoted, and the officers were assisted on the Council by the representatives elected from the various states who have come to play increasingly important roles in the policies and decisions of the Association. As stated earlier, the constitution was adopted provisionally in 1947. At Nashville, in 1948, it was formally adopted. Only one significant addition was written into it. Section 2 of Article I was added, so that "The First Vice-President shall automatically succeed to the office of President upon the expiration of the President's term of office."<sup>1</sup>

The convention in Nashville in 1948 will long remain in the memories of those who were present. The president, Lester L. Hale, constructed one of the finest programs in the history of the Association. In probably no previous convention did so many members participate in one program or another, and in no previous convention were there so many participants from outside the South. Among those from outside the Southern Association who appeared on the program were the following: Athen C. Pullias, President, David Lipscomb College; W. R. Courtenay, Pastor, First Presbyterian Church, Nashville; Edward J. Meeman, Editor, *Memphis Press-Scimitar*; Irving J. Lee, Northwestern University; Karl Wallace, University of Illinois; C. E. Kantner, Ohio University; Bower Aly, University of Missouri; Rupert Cortright, Wayne University.<sup>2</sup>

<sup>1</sup>For the text of the constitution as provisionally adopted, see *The Southern Speech Journal*, XIII (Sept., 1947, pp. 27-39). For the text of it as formally adopted in 1948, see *ibid.*, XIV (Sept., 1948), pp. 62-64.

<sup>2</sup>For the contents of what was presented by most of the above named individuals, see *The Southern Speech Journal*, XIV (Sept., 1948) and XIV (Nov., 1948).

A glance at the 1948 program reveals its range and variety, its depth and scope.

The 1948 convention was significant for still another reason, for at the annual business meeting it was voted to accept the offer of a grant-in-aid of \$500.00 (later increased to \$700.00) from the University of Florida, for the improvement and enlargement of *The Southern Speech Journal*. The problem of financing the Journal had been a concern of various leaders for some years. The official publication of any organization bespeaks in a large measure the quality of the organization itself. Since publication costs are high, the grant accepted has been a significant factor in enabling the Association to take pride in its official publication.

At Nashville, also, there was started another feature of the convention programs which has been continued and expanded ever since. This was the Workshops. In 1948, however, only one was held. President Hale, concerned that many people arrived the day preceding the convention and were without means of professional benefits until the following day, conceived the idea of a Workshop in Speech Correction and Hearing to be held the afternoon before the formal opening of the convention the following day. The idea of Workshops appealed to many, so that in subsequent years they have been established in the additional areas of forensics and theatre. Often they have been scheduled on the afternoon preceding the convention. At times they have convened the day after the convention. Projects, symposiums, demonstrations, etc., have been incorporated with problems in the special areas, and specialists in the various fields have acted as consultants, advisors, planners.

Still another important decision was reached in 1948 when it was voted to meet in Texas in 1949. In previous years a limited number of people from Texas had faithfully attended the conventions and identified themselves with the Association. Nevertheless, those from Texas who had for years taken an active interest, felt that a convention in that state would do much to extend interest and memberships. In consequence, it was voted to go to Waco, with Baylor University as the host school. Charles McGlon of the Southern Baptist Seminary at Louisville, was named president for the ensuing year, and, after a series of circumstances, T. Earle Johnson was again prevailed upon to serve as Executive Secretary so that the financial welfare of the Association could be strengthened.

The decision to meet in Texas in 1949 was a happy one. The Waco meeting served to bring into the membership a considerable number from Texas and Arkansas who have been active leaders ever since. Thus, after nearly twenty years, it was felt that the speech teachers of Texas had become an active part of the Association.

Charles McGlon, who had served the Association faithfully for a number of years, and particularly as Third Vice-President in charge of the forensic tournament for two years, proved a capable president for the Waco convention. While numerous members in the eastern states of the South appeared on the program, it was McGlon's opportunity to feature various others farther west for the first time, individuals such as L. W. Courtney of Baylor and co-author with Glenn Capp of *Practical Debating*; Arthur W. Cable of the University of Arizona; Charles W. Redding, then of the University of Southern California; and Jesse Villareal of the University of Texas. The convention was also honored by the presence of James H. McBurney of Northwestern and then president of The Speech Association of America, who spoke twice, first in general session on "Speech and the Professional Organization," and again at the convention dinner on "Radio Audiences Talk Back." In this dinner address were given certain conclusions and points of view about radio forums which Dean McBurney had formed after years as the moderator of the Northwestern Reviewing Stand.

Because of the 1949 meeting as far west as Texas, the natural decision was to meet in a central place in 1950. Birmingham was chosen. At the same time, it was agreed that Glenn Capp of Baylor, one of the first in Texas to support the Association so wholeheartedly, was the logical choice for president.

The convention program in 1950 at Birmingham was of the same high quality as the others in the first post-war years. The attendance was good; the program exhibited much variety. Aside from the general sessions, sectional meetings were arranged in all areas such as Theatre, Public Address, Interpretation, Graduate Study, Speech Correction, and Phonetics. President Capp utilized the talents of numerous people all over the South, and brought to the convention also such people from the outside as William Norwood Brigance, Karl Wallace, Clarence T. Simon, G. E. Densmore, Bower Aly, and Horace Rahskopf, then President of the Speech

Association of America, who spoke at the convention dinner on "New Trails and Familiar Landmarks."

At Birmingham it was voted to meet in Gainesville, Florida, in 1951, and Claude Shaver was named president. The 1951 convention was another good one, well attended. Residents of the South, those of long standing, as well as many newcomers, such as Donald Streeter, Wayne Minnick, Stanley Ainsworth, Darrel J. Mase, and many others, were utilized very fully. Two people, Bower Aly and Claude Kantner, from outside the region, took part. The then completely new and extensive facilities of the University of Florida Department of Speech were made available for portions of the convention program. No area of the field of speech was neglected in the building of the program.

At Gainesville a decision was reached which various leaders had desired for some time, namely, the elevation of a public school teacher as president. Not since the first years of the Association when Rose Johnson had served, had there been any president who was not a college or university teacher. The logical and ideal choice was Betty May Collins of the Memphis City Schools. The contributions of Miss Collins over several years were thus recognized. Another decision of the convention was to meet in 1952 at Jackson, Mississippi, a central location which had been selected a number of times previously.

The 1952 convention was a most enjoyable and profitable one. The attendance was good, and the program featured numerous competent speakers. Again, all areas of speech received attention, and two speakers from outside the South participated. One was William Norwood Brigance. The other was Lionel Crocker, then serving as President of The Speech Association of America. Crocker's dinner address on "A Good Man Skilled in Teaching," was genuinely inspirational.

Just as the Association had never convened in Texas until a few years earlier, so no meeting had been held in the Northeast Seaboard states since a very early one in Asheville, North Carolina. Hence, because of the participation of certain people from these states, and because it was felt that a convention in one of them would serve to stimulate speech education in them, it was agreed that a meeting should be held in one of the Carolinas. Greenville, South Carolina, was selected for the 1953 meeting, and Batsell B. Baxter of David Lipscomb College, was named president.



The convention in Greenville, in which the atmosphere was most genial—and perhaps a bit more leisurely than customary—was one which will linger in the memories of those present. The program had its highlights, however, with sessions given over to Public Address, Graduate Study and Research, Interpretation, Problems in Communications, and Correction and Audiology. Significantly, a leader of long-standing in the Association, H. P. Constans, was then President of The Speech Association of America. He was, naturally, the logical person to deliver the convention dinner address. Constans' address, on the theme, "A Speech Point of View," preceded a planned event unknown to the speaker, in which several people—T. Earle Johnson, Claude Shaver, and Irving Stover—paid special tribute to him for his years of leadership and influence and for the honor which was then his of presiding over the national association. A fitting and appropriate gift was also presented to him as a symbol of the regard in which he was held in the South. At the convention, also, facilities of Furman University were made available, and a complimentary dinner was given the Association by Bob Jones University.

The Greenville convention was significant also for the manner in which the Executive Council of the Association was enlarged. This was accomplished by an amendment to the constitution which specified that two representatives (instead of the former provision of one) from each state, one a college person and one a public school person, would be members of the Council. The constitution was amended because of the genuine desire to enlist the services of more public school teachers and to encourage their participation in the affairs of the Association.

Still another decision at Greenville was important historically. When it was brought to the attention of the membership that two years hence the Association would celebrate its silver anniversary, the Executive Council took steps to prepare for that event. In brief, it was felt that efforts should be made to bring together the papers and correspondence of all past officers which would constitute the archives holdings, and also to publish a twenty-five year history of the Association in *The Southern Speech Journal*. To implement all this, a committee on History and Archives was appointed, and it was instructed to proceed with the writing of the history. Its members—T. Earle Johnson, Pearl Buchanan, Hall Swain, Anna

Jo Pendelton, and Dallas C. Dickey, chairman—assumed the undertaking.<sup>3</sup>

Charles M. Getchell of the University of Mississippi was named president for the following year when the 1954 convention was held in Dallas, Texas. For the second time, then, the Association met in Texas. In so doing, there resulted benefits in the way of new members and the presence of many from that part of the South who attended a Southern convention for the first time. The program contained sectional meetings in all areas of the field, but one devoted to the subject of Educational Television indicated how new areas of speech find places on programs. Likewise, another sectional meeting on Children's Theatre illustrates how attention was given to building a program for those desiring programs somewhat different from many of the more traditional ones. Karl Wallace of the University of Illinois, and then president of the Speech Association of America, was present as the dinner speaker for an address on "Speech—1954: An Overview."

One year later, at Memphis in 1955, the Association observed its silver anniversary. At the Dallas convention, Mrs. Louise Davison of the Davison School of Speech Correction, Atlanta, and long a member of the Association, was named president. Mrs. Davison exerted every effort to build a choice program for the anniversary occasion. That she succeeded admirably can be observed by glancing at its features as printed; for tangible manifestations of a significant twenty-five year history of development, a comparison of it with the first program in 1930 is rewarding. The 1955 program, aside from the general sessions, included a wide array of sectional ones devoted to such interests as Theatre, Forensics, Hearing, Rhetoric, Oral Interpretation, Speech Education, Graduate Study, Radio and Television, Voice Science, Cleft Palate, Speech for Religious Workers, Elementary-Secondary Dramatics, Pageant-Drama, and Aphasia. When it is realized that on each program competently trained scholars read papers and in many instances reported on their original research, the manifestations of professional growth and development are most apparent.

<sup>3</sup>The committee has made progress in its assignment, with the result that the papers and correspondence of many of the past officers have been assembled. The holdings are in the Department of Speech at the University of Florida. As the holdings continue to grow, they will become the source materials for a full knowledge of the history of the Association.

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The climax of the anniversary convention was the convention dinner. By plan, all past officers of the Association—presidents, executive secretaries, and editors—were invited to be present. Many attended—some traveling great distance to take part in the event. All former officers were recognized and honored, and were asked to speak briefly of the times and problems when they held their offices. Much Association history was reviewed, and those who had contributed so much were recognized in one way or another. While the Association is indebted to many who assumed responsibilities for its program and welfare over the years, those of T. Earle Johnson so impressed all present that a standing ovation to him was a natural climax of the evening. The names of all past officers were printed as a part of the anniversary program. They constitute an impressive list. In a history of the first twenty-five years of the Association these names deserve remembrance; hence, for historic purposes, as well as for the recognition due them, the names are here again reproduced.

#### PRESIDENTS

Edwin H. Paget—1930-32	Leroy Lewis—1942-43
Frances K. Gooch—1932-33	Paul L. Soper—1943-44
H. P. Constans—1933-34	Robert Capel—1944-46
C. M. Wise—1934-35	Hazel Abbott—1946-47
Rose B. Johnson—1935-36	Lester L. Hale—1947-48
Giles W. Gray—1936-37	Charles A. McGlon—1948-49
Orville C. Miller—1937-38	Glenn R. Capp—1949-50
James Watt Raine (deceased)— 1938-39	Claude L. Shaver—1950-51
T. Earle Johnson—1939-40	Betty May Collins—1951-52
Louise A. Sawyer—1940-41	Batsell B. Baxter—1952-53
Dallas C. Dickey—1941-42	Charles M. Getchell—1953-54
	Louise Davison—1954-55

#### EXECUTIVE SECRETARIES

T. Earle Johnson—1930-31	A. C. LaFollette—1942-45
M. F. Evans—1931-33	George Neeley—1945-46
Louise A. Blymer—1933-35	George Totten—1946-48
T. Earle Johnson—1935-36	T. Earle Johnson—1948-1953
A. A. Hopkins (deceased)—1936-38	Delwin B. Dusenbury—1953-55
Louis H. Swain—1938-42	

#### Editors,

##### *Southern Speech Journal*

Rose B. Johnson—1936-39	Dallas C. Dickey—1948-51
Robert B. Capel—1939-42	Howard Townsend—1951-54
Claude E. Kantner—1942-44	Douglas Ehninger—1954-57
Claude L. Shaver—1944-48	

## JUDAH P. BENJAMIN'S SENATE SPEECHES ON SLAVERY AND SECESSION

OWEN PETERSON

### I

ONE OF THE MOST interesting and gifted of the men who guided the South to secession and the formation of the Confederacy was Judah P. Benjamin of Louisiana. Born in obscure poverty in the West Indies of Sephardic Jewish parents, Benjamin rose to the highest prominence in public affairs in both the United States and Great Britain. In the course of this remarkable ascent, Benjamin revised twice the constitution of Louisiana, argued before the United States Supreme Court, sat in the Senate of the United States, and served as Attorney-General, Secretary of War, and of State for the Confederacy. Upon the defeat of the rebel government Benjamin fled to safety in England where, starting anew at the age of fifty-five, he acquired a second fortune and achieved such eminence at the bar that upon his retirement, as if to climax his astounding career, he was honored with a public banquet and testimonials from almost every leading legal figure in the British Empire. The subject of this almost legendary journey has remained an enigma to historians whose characterizations of him range from "the Mephistopheles of the Confederacy" to "the most distinguished statesman, orator, and lawyer that American Jewry has produced." To Jefferson Davis he was, "A master of law and the most distinguished statesman I have ever known."<sup>1</sup>

History, unfortunately, may never arrive at a just estimate of the man, for Benjamin, systematically destroyed almost every document concerned with his personal and public life. One of the

Mr. Peterson (Ph.D., Iowa, 1952), Assistant Professor of Speech at Louisiana State University, is Executive Secretary of the Speech Association of America.

<sup>1</sup>James G. Blaine, *Twenty Years of Congress* (Norwich, Conn., 1884), II, 22; Max J. Kohler, "Judah P. Benjamin: Statesman and Jurist," *Publications of the American Jewish Historical Society*, no. 12, 1905, p. 73; Robert Douthat Meade, *Judah P. Benjamin, Confederate Statesman* (New York, 1943), p. 3.

most lucrative sources of information on Benjamin, however, lies in the kind of public statement he was unable to destroy: the records of his public speeches.

Of the many political and legal controversies in which Benjamin participated, the most consequential was the prolonged debate on slavery and the related issues of states' rights and secession. Carried on from the pulpit, the halls of legislative assemblies, the marts of trade, and the campaign stump, the controversy was one of the most significant in American history. Benjamin took an active part in the debate, speaking in the United States Senate and supporting the Southern point of view. Benjamin's contribution to the causes of slavery and secession was unique in three ways: 1) he was probably the most competent and best qualified of the Senators in establishing, or documenting, the legal argument for slavery and secession; 2) he was undoubtedly among the most feared and forbidding of the Southern advocates; and 3), in surprising contrast to most speakers of the period, his style and manner were calm, clear, and singularly dispassionate. Essentially, Benjamin's contribution was a scholarly, cool argument in support of the claims of the South by a man sufficiently learned, respected, and feared to instill considerable trepidation in the hearts of his opponents.

## II

When Benjamin took his seat in the Senate in 1852, the United States was already entering upon the throes of convulsion which eventually would rock the federal system to its very foundation. The shattering of the Whig party in the South in the elections of 1852 and the rising fanaticism in the North and West on the subject of slavery presaged the bitter controversy which was to ensue as the Democratic party sought to reconcile sectional differences and retain control of the machinery of government. The main issue dividing the factions was the question of Congressional protection of slavery in the territories, and it was on this issue that the Democrats finally split in 1860. With the election of Lincoln, the controversy shifted to the issue of the right of secession as several Southern states made plans to leave the union. Benjamin in a series of six speeches between the years 1856 and 1861 set forth

the argument of the South earnestly, learnedly, and, at times, eloquently. The speeches read like a page from American history: Speech on Kansas Affairs (May 2, 1856), Speech on the Right of Property in Slaves (March 11, 1858), Speech on Slavery in the Territories (March 9, 1860), Attack on Douglas (May 22, 1860), Speech in Defense of Secession (December 31, 1860), and Farewell to the Senate (February 5, 1861).<sup>2</sup>

Benjamin's slavery and secession speeches were directed primarily toward his Sentorial colleagues whom, except in his Farewell Address, he sought to win to his point of view in order to affect pending legislation. There are indications, however, that Benjamin was not unaware of those in the galleries and that, on occasion, he spoke to the electorate back home who would read of his speeches through the press. Like Burke, Benjamin at times seems to have spoken to posterity or to the eternal verities. By the end of 1860, when disunion seemed imminent, Benjamin admitted: "Senators, this picture is not placed before you with any idea that it will act upon any one of you, or change your view, or alter your conduct. All hope of that is gone." Similarly, in his Farewell to the Senate, Benjamin was not content simply to state his concurrence in John Slidell's remarks upon the withdrawal of Louisiana from the Union. "Deeply impressed . . . with the solemnity of the occasion," he explained, "I cannot remain insensible to the duty of recording, amongst the authentic reports of your proceedings, the expression of my conviction that the State of Louisiana has judged and acted well and wisely in this crisis of her destiny."<sup>3</sup> Although these and other statements indicate that Benjamin was aware of the historical significance of the drama in which he was participating, he was primarily an advocate and his speeches were directed toward influencing the actions of the Senate.

It was to a distinguished Senate, most of whose members were at their desks, that Benjamin addressed most of his speaking. In addition to the Senators, galleries on all four sides of the Chamber were occupied by visiting Washingtonians, tourists, and members of the House who had come in to hear a particular speech or

<sup>2</sup>*Congressional Globe*, XXV, part 1, 34th Congress, first session, pp. 1092-1098; XXVII, part 2, 35th Congress, 1st session, pp. 1065-72; XXIX, part 2, 36th Congress, first session, pp. 1065-1069, part 3, pp. 2233-2241; XXX, part 1, 36th Congress, sec'd session, pp. 212-217, 721-722.

<sup>3</sup>Speeches of December 31, 1860, February 5, 1861.

speaker.<sup>4</sup> Press reports indicate that the galleries, which seated approximately seven-hundred people, were filled to capacity for four of Benjamin's six speeches on slavery and secession.<sup>5</sup> It was in this setting that Benjamin spoke.

The first thing that stands out about Benjamin's speaking was his easy presentation and almost indestructible composure, in marked contrast to the more vehement delivery characteristic of most Senate speaking at that time. Stephen Vincent Benet described his speaking in the Senate:

Judah P. Benjamin, the dapper Jew,  
Seal-sleek, black-eyed, lawyer and epicure  
Able, well-hated, face alive with life,  
Looked round the council-chamber with the slight  
Perpetual smile he held before himself  
Continually like a silk-ribbed fan.  
Behind the fan, his quick, shrewd, fluid mind  
Weighed Gentiles in an old balance.<sup>6</sup>

The accuracy of Benet's description is borne out by accounts of Benjamin's contemporaries, who were particularly impressed by the Louisianian's self-possession and what they called "manner and bearing of a man of the world."<sup>7</sup> Mrs. Jefferson Davis explained:

Each time that he had an angry contest with any of his colleagues, someone was sure to say: 'How can anyone get provoked with Mr. Benjamin? He is so gentle and courteous.' In fact the truth was that Mr. Benjamin's courtesy in argument was like the salute of a dualist to his antagonist whom he intends to kill if possible . . . I never knew him in those days to be very much in earnest without infuriating his antagonist beyond measure.<sup>8</sup>

Unimpressive in appearance, Benjamin was short, fat, and "pudgy," with a full face, olive skin, and what were regarded as decidedly "Jewish" features. His habitual half-smile has already been mentioned. He was fastidiously neat in dress, usually wore black, and

<sup>4</sup>George H. Haynes, *The Senate of the United States*, (Boston, 1938), II, 931-2; *Congregational Globe*, XXVIII, part 1, 36th Congress, second session, p. 721; Glenn Reddick, "When the Southern Senators Said Farewell," *Southern Speech Journal*, XV (March, 1950), 170-172.

<sup>5</sup>Washington *Union* quoted in New Orleans *Picayune*, May 6, 1856; New Orleans *Picayune*, March 18, 1858; New York *Post*, May 2, 1856; New Orleans *Crescent*, January 9, 1861; Washington *States and Union*, January 1, 1861; Washington *Star*, February 5, 1861.

<sup>6</sup>Stephen Vincent Benet, *John Brown's Body* (Garden City, N. Y., 1928), p. 69.

<sup>7</sup>Pierce Butler, *Judah P. Benjamin* (Philadelphia, 1906), pp. 212, 231.

<sup>8</sup>Letter in Lawley Manuscript, June 8, 1898, Butler, *ibid.*, p. 212.

disliked anything that would attract attention.<sup>9</sup> In delivery, he was wholly unassuming and mild. His voice is described as having been clear, soft, and melodious. It is said that he spoke with considerable fluency and, at times, too rapidly. Although always earnest, one reporter noted, "only his black eyes showed the emotion he must have felt." Much of Benjamin's composure, no doubt, was the result of assiduous speech preparation. In preparing his speeches, as in all of his legislative duties, the Senator was known for his diligence. It is said that he often worked from eight in the morning until two or three o'clock the following morning before an important debate.<sup>10</sup>

Benjamin's greatest contribution to the causes of slavery and secession came in his justification of these rights before the United States Senate. Fundamental to the Louisiana Senator's entire concept of the nature of government was his belief in states rights, or that the Constitution was a compact guaranteeing "the equality of the free and independent states which that instrument links together in common bond of union—entire, absolute, complete, unqualified equality—equality as sovereigns, equality in their rights, equality in their duties."<sup>11</sup> Not only did Benjamin picture the founding fathers as envisioning a confederacy of equal states, but he also contended that from the time of the Declaration of Independence the right of the people to self-government in its fullest and broadest sense had been a cardinal principle of American liberty.<sup>12</sup>

Benjamin further believed that the Union was a confederacy of states, not a government formed by the people as a people. Consequently, in his opinion, if the Constitution were violated—either by an abuse of delegated powers or by the usurpation of powers expressly prohibited—the states possessed the right to withdraw from the compact.<sup>13</sup>

Benjamin's position on the issue of slavery was dictated to a great extent by his legal background, for it was as a legal institution

<sup>9</sup>Butler, pp. 99, 173, 231, 423.

<sup>10</sup>E. N. Calisch, "Hon. Judah P. Benjamin," *Southern Historical Society Papers*, XL (September, 1915), 241; Burton Hansen, "Judah Philip Benjamin," *American Law Review*, XL (May-June, 1905); Jefferson Davis, *The Rise and Fall of the Confederate Government* (New York, 1881), I, 242.

<sup>11</sup>Speech of May 2, 1856.

<sup>12</sup>Speech of December 31, 1860.

<sup>13</sup>*Ibid.*

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that he defended the right of the South to hold slaves and to carry those slaves, protected as any other kind of property, into the territories. That the territorial legislatures had no power to exclude property in the form of slaves, he argued, was because "territories are governed by Congress as a trustee for all the states; the territorial legislature can get no power but that Congress gives it; and Congress itself has no power to exclude property from the territories."<sup>14</sup> That slaves were property, according to Benjamin, was borne out by a host of legal decisions, both American and British, over the years. The Dred Scott decision merely reaffirmed and confirmed these earlier rulings.

While these were the premises upon which most of the dissenting Southern members of Congress based their arguments, Benjamin's most significant contribution to the cause of the South lay in the documentation which he provided for these arguments. Even when speaking impromptu, he displayed an amazing grasp of the multifold legal decisions, treaties, and events involved in the issues of slavery and secession. Jurist Burton Hanson has said that the claims of the cause of secession "will be found to be nowhere more exhaustively or logically set forth" than in Benjamin's speeches and George Creel calls his addresses the "finest legal justification of the Southern cause."<sup>15</sup> The breadth of Benjamin's knowledge of these subjects can be illustrated by a partial list of the sources cited in his speeches. In the March 11, 1858, speech, for example, his sources included acts of the South Carolina, Jamaica, and British West Indies legislative assemblies; the proceedings of the Continental Congress; the legal opinions of British justices Hardwicke, Talbot, Mansfield, Stowell, the Earl of Dartmouth, and Joseph Story; the provisions of the Treaty of Utrecht; a 1713 ruling of the Crown Council; and a contract between Spain and the Royal Guinea Company. In addition, Benjamin presented a history of English common law on the right to property in slaves, a survey of the Constitutional debates, and a review of Supreme Court rulings on the subject. Perhaps the best demonstration of Benjamin's remarkable background and knowledge of the subject of slavery is found in his speech of March 9, 1860. In the speech, which was completely impromptu,

<sup>14</sup>Speech of May 22, 1860.

<sup>15</sup>Hanson, *op. cit.*, p. 334; George Creel, "Gallant Rebel," *Colliers*, XC (October 22, 1832), 30.

Benjamin discussed in specific detail the provisions of the Louisiana Purchase, the Missouri Compromise, the ratification of the Constitution, and newspaper articles from as far back as *The Tattler* in 1762 and the London *Advertiser* of 1751, as well as a host of legal opinions handed down nearly a century before. In all of his speeches, Benjamin's authorities were impeccable, with Jefferson, Webster, Clay, Madison, Hamilton, John Quincy Adams, William Pitt the elder, Lord North, Cooper's *Justinian*, and Vattel's then-famed *Law of Nations* among those frequently called upon to reinforce and substantiate his arguments. Without detailing Benjamin's documentation in its entirety, it can be said that his speeches demonstrate that he was eminently qualified to discuss slavery, secession, and states rights from the point of view of international law, the history of slavery both at home and abroad, and almost every document and treaty enacted by the United States government on these institutions and concepts.

A second, and wholly dissimilar, factor responsible for Benjamin's formidability in debate was a flair for seemingly innocent, but nonetheless biting, sarcasm. His Louisiana colleague and close friend, Senator John Slidell, is reported to have said, "When I do not agree with Benjamin, I will not let him talk to me; he irritates me so by his debonair ways," a viewpoint attested to by Jefferson Davis and shared by others.<sup>16</sup> It is difficult to describe Benjamin's invective. Seldom does a single sentence stand out as contemptuous or derisive. Part of this was due, no doubt, to the inoffensive and imperturbable manner in which Benjamin delivered his speeches. However, by means of innuendo and the supercilious expression of his entire countenance, Benjamin was able to wither the boldest antagonist. One of the best examples of Benjamin's invective is found in his attack on Douglas on May 22, 1860. The speech, a two-hour outpouring of unabated *reductio ad absurdum*, sarcasm, and *argument ad hominem*, was regarded as the most censorious and denunciatory of several Southern replies to the Illinoisan. Yet, not once did he appear angry. Typical of Benjamin's condescending tone throughout was his opening summary of Douglas's speech:

He [Douglas] said that seventeen Democratic States of this Union, and all his brother Democratic Senators who did not agree with him were disunionists, and he arraigned them as such. He said that they

<sup>16</sup>Meade, p. 117.

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<sup>17</sup>Spe  
<sup>18</sup>Ibid  
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were traveling on the high road to the disunion of these states. Then, in the plenitude of his indulgence, he told us that we were sinning through ignorance and did not know what road we were traveling and, with princely magnanimity, tendered his clemency and his pardon to those who, after being enlightened by his counsel, should tender repentance. And after having done all that; having attacked every Democratic state in the Union and almost every Democratic Senator in this body, he closed with a statement that all that he had said was in self-defense; that he attacked nobody, and that the world should know if he ever spoke again it would be, as he had just then spoken, to defend himself from attack.<sup>17</sup>

For nearly two hours Benjamin continued his attack and then concluded:

Now, Mr. President, this is an attack on the honorable Senator from Illinois; and suppose I finish my speech as he finished his, by saying the Senate will bear me witness that I have not spoken on this subject until I have been attacked; all I have said is in self-defense; I attack no man; and the world shall know that if ever I speak again it will be in self-defense.<sup>18</sup>

In each of his speeches, except for his Farewell, Benjamin displayed a facility for off-the-cuff *argument ad hominem*. He paid his respects to Senator Fessenden by saying, "Nothing but the respect for the logical intellect of the Senator from Maine could make me treat this argument as serious, and nothing but having heard it myself would make me believe that he ever uttered it;" of a speech by Senator Collmer he noted, "There is an inconsistency in the remarks of the honorable Senator from Vermont, which I pay no particular attention to because it is impossible to discuss the question on his side without falling into inconsistencies;" Andrew Johnson he dismissed summarily, "The Senator has been unfortunate in the impressions that he has produced upon the country."<sup>19</sup> Seemingly no one was sacrosanct for the men who felt the lash of Benjamin's invective often were among the most venerable and highly respected in the Senate.

In addition to Benjamin's broad knowledge, acute mind, and flair for sarcasm, his formidability as an advocate was strengthened by a style peculiarly chaste in that day. His speeches were clear and easy to follow; where others might obscure the issue with bombast and pyrotechnics, Benjamin went directly to the heart of the matter. It seems likely that this simplicity and clarity of style

<sup>17</sup>Speech of May 22, 1860

<sup>18</sup>*Ibid.*

<sup>19</sup>Speeches of March 11, 1858, March 9 and December 31, 1860.

stemmed both from Benjamin's personality and from his background of legal training and practice. Accustomed to arguing before a judge rather than a jury, his speaking was characterized by directness and dependence upon appeals to the intellect rather than ornamentation and pathetic appeals. Admirably suited to the intricate and complex questions of constitutional law posed by the questions of slavery, secession, and states rights, Benjamin's clarity and simplicity in style made it almost impossible for his opponents to ignore the fundamental issues of the debates.

### III

In evaluating Benjamin's Senate speeches, the critic must keep in mind that Benjamin's remarks frequently were directed to more than his immediate audience of Senators. In four of his speeches, he made specific reference to the effect which printed speeches had on public opinion and, as mentioned earlier, he at times seemed to be speaking for posterity. What effect his speeches had on the general reading public, of course, cannot be determined. As to the "rightness" or truth of Benjamin's arguments in the light of subsequent history, we find that each of the issues was resolved by force; so once again it is impossible to come to a satisfactory conclusion.

The student of public address, however, is able to measure partially Benjamin's effectiveness as a speaker from the reactions of his immediate audiences. These responses, in most cases, were highly favorable. To his Speech on Kansas Affairs, contemporary newspapers reported an enthusiastic response from both the Senate and the galleries.<sup>20</sup> Historian Emerson Fite credits Benjamin with playing the chief role in the attack on Douglas in May, 1860, and concludes that Benjamin's argument was conceded to have been "the greatest speech against Douglas."<sup>21</sup> It would seem that Benjamin's Speech in Defense of Secession, on December 31, 1860, was his most successful from the point of audience response. The first senator to speak in defense of secession following the withdrawal

<sup>20</sup>New York *Evening Post*, May 2, 1856; New Orleans *Crescent*, May 12, 1856; Washington *National Intelligencer* and Washington *Union* quoted in New Orleans *Picayune*, May 6, 1856.

<sup>21</sup>Emerson D. Fite, *The Presidential Campaign of 1860* (New York, 1911), p. 102.

of South Carolina from the Union, Benjamin attracted a capacity audience. At the conclusion of his speech, the New Orleans *Crescent* correspondent observed that:

It must have been the greatest effort of his life, judging from its effect on the vast audience. He spoke for two hours, without a solitary interruption, and when he closed with the declaration that the South could never be subjugated, the whole house reverberated with thunders of applause—men shouting at the tops of their voices and the ladies standing up and waving their handkerchiefs in a delirium of enthusiasm. Such a testimonial to a decided secession speech, coming from people devoted to the Union, was a grand triumph.<sup>22</sup>

Other newspapers reported substantially the same reaction.<sup>23</sup>

The abundant praise of the press and the favorable response of the galleries indicate that Benjamin, in spite of a calm and detached manner, was able to sway listeners. How then can Benjamin's failure to win Senatorial approval of his point of view be explained? Without attempting to review the complex welter of factors which spelled defeat for the South in Congress, it can be said that the forces mitigating against success for the Southern senators were almost insurmountable. For all practical purposes, the breach in the Union was beyond repair by this time—the factions had traveled too far down the path toward disunion to turn back without committing political suicide. This situation Benjamin came to realize, admitting by the end of 1860 that all hope of converting his colleagues was gone.<sup>24</sup>

Nevertheless, Benjamin's speeches are not without significance for the historian and student of public address. The six speeches illustrate forcibly the logical strength of the Southern argument for Congressional protection of slavery in the territories and, in particular, the ample legal precedent upon which this claim was based. They demonstrate, further, the substantial support for the Southern defense of the right of secession. Lastly, the speeches reveal the broad learning and ability of one of the most remarkable figures in the procession of events which led to disunion and the birth of the Confederacy. If Benjamin erred in his defense of slavery and secession, it was in the depth of his conviction. Persuaded of the truth

<sup>22</sup>New Orleans *Crescent*, January 9, 1861.

<sup>23</sup>Washington *States and Union*, January 1, 1861; New Orleans *Picayune*, January 3, 1861; Philadelphia *Bulletin* quoted in Butler, p. 212.

<sup>24</sup>Speech of December 31, 1860.

and justice of the Southern cause, the Louisianan preferred the risks of secession and war to compromise. Benjamin was to pay dearly for his convictions. Loss of fortune, defeat, flight, and, finally, exile were to result from his decision. Yet, characteristically, Benjamin never once expressed regret for the course he had taken in the momentous debate on slavery and secession.

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## ARE THEATER PEOPLE DIFFERENT?

FRANK M. WHITING

I MAY AS WELL begin by confessing the circumstances under which my subject was chosen. Professor Densmore's letter asking for the title of my talk had arrived but had not been answered, for my morning was heavily scheduled with private conferences with members of my beginning acting class. One of these happened to be with a very likable young man, a member of the track team with a high I. Q. and excellent potential acting ability. Our conversation finally drifted to the question of why had he never tried out for or taken an active interest in the theater. After several polite but evasive answers he finally confessed that he would be afraid to have his friends know that he was associated with "theater people." Why? Because everybody knows that they are different. How different? Well, arty, and insincere, if not downright queer, psychotic, and effeminate. Did the people he had known since he registered for Beginning Acting (he was required to take it as part of his Recreation major) seem peculiar? No, not the ones he had met, but he thought the ones he had not met must be. At this point I delivered an impromptu speech to the young man which seemed so good that I rashly wrote Professor Densmore that I would repeat it here today. The trouble is I have now lost my motivation. From Professor Densmore to the young bellhop at the Union, everyone at Michigan has treated me with such hospitality and respect I almost feel human—almost as human as those models of American respectability: debate coaches, public speakers, and speech pathologists.

Perhaps, however, I can charge my vocal batteries again by recalling the brash young man who during Freshman week a few years ago struck up an acquaintance, asked what I did for a living, and when I replied that I was a professor of theater arts reduced my ego to size by his comment, "Theater? I outgrew that when I was a high school freshman."

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I suppose I could continue to pile up such instances during the entire time allotted to me, but why mortify myself or my profession further? Moreover the question that interests us here today is not "Are theater people somewhat stereotyped as arty, neurotic, psychotic—in other words, different?" but rather "How much if any truth is there in this stereotype?" I wouldn't mind if the stereotype implied by "different" viewed us as being more interesting, alert, handsome, and aware than the average, but it usually implies something much less complimentary.

I wish I could give you a definite pure and simple answer to the question, but as Oscar Wilde observed, "The truth is rarely pure and never simple." At best I can only hope to give you a slightly more objective and rational view of the problem. The final answer lies for us in the future.

First, what light does history throw on the subject? This might make an excellent thesis for some graduate student. A preliminary survey yields very inconclusive results. In Athens there was Sophocles, the wise, serene, highly respected citizen; but there was also Euripides whose emotional life was quite the opposite. In the Renaissance there was that gentleman, scholar, and admired statesman, Calderon, but there was also the greatest libertine of all time, Ariosto. Skipping to actors, where the major interest seems to lie, in the 18th century there was David Garrick, outstanding executive and manager, excellent friend of the finest men of his day; but a bit later came that other great English genius, Edmund Kean, whose sensational private life hardly suggests that he would have made a very respectable score on the Minnesota Multiphasic. In the 19th century there was Henry Irving, who argued that the acting profession deserved the same respect as law or medicine and whose own life was so exemplary even in Victorian England that he was finally knighted. But there was also Sara Bernhardt, "the Divine Sara," who finally became so wacky that on her last tour of America she slept only in a coffin. And in America there was that delightful, warm hearted, old humanitarian, Joseph Jefferson, who endeared himself to everyone who knew him whether onstage or off; but there was also poor old John McCullough, who ended his days hopelessly insane.

So much for history. What have we learned? Nothing, of course, on such flimsy evidence, but I strongly suspect that a care-



ful study of hundreds of great actors would reveal the same confusing pattern; many were psychotic but many more were not. Therefore, about the only conclusion we can draw at this point is so many of the greatest actors have been level-headed and emotionally mature that one obviously does not have to be crazy to be an actor, although there are those who maintain that it helps.

What does modern research have to say on the subject? In 1935, James A. Tracy made a study of mature actors and mature public speakers. Those of us in theater feel he loaded the dice in favor of the speakers, but even if we overlook this we cannot overlook the fact that he failed to match his groups in the matter of sex. Apparently a group of mostly male speakers was being compared to a theater group that was mostly female. He claims to have found the speakers higher in theoretical values and the actors higher in aesthetic values and neurotic tendencies. The actors also tended to be introverted. However, because of his failure to match sexes, his results may not indicate differences between actors and speakers but only differences between women and men.

The same failure to match experimental groups on the basis of sex seems largely to disqualify the well known article by Alfred Golden, "Personality Traits of Drama School Students," which appeared in *The Quarterly Journal of Speech*, December, 1940. In his drama group approximately 50% were women, while in his control group only an approximate 25% were women. Consequently, his rather striking conclusions should be read as follows:

1. Drama School students [or women] score high in aesthetic interests and significantly low in Theoretical and Economic interest . . .
2. Drama School students [or women] tend more towards extroversion than the Non-Drama group and that this tendency is a reliable one . . .
3. The results obtained on the Drama School Questionnaire show a statistically reliable connection between Drama School students [or women] and unfortunate family encounters, that Drama School students [or women] admit to the charges "exhibitionists," "egoists" and "queer ducks" applied to them, and in general that Drama School students [or women] possess attitudes in direct contrast to that of Non-Drama School control group used in this study.

In 1948, Joe Zimmerman completed his study of the personality traits of outstanding college actors from six universities. Results according to the newspapers were quite conclusive and startling. I recall that just about midnight I was called to the phone by a re-

porter from the *Minneapolis Star* to see if I had any statement to make in defense of the theater. They had received a release which stated in part:

A good actor must have emotional and mental maladjustments, Northwestern University psychologists say. They said tests conducted at Northwestern . . . show that the best actors have leanings towards hysteria, depression, and split personality.

To make matters worse for me someone had interviewed Richard Carlson who was playing *Mister Roberts* in Chicago at the time. Carlson had said in effect, "This is not true of professional actors although it may be of actors in universities like Minnesota where I did my college work!" By pleading and persuading I managed to talk the reporter out of printing the Carlson part of the story, but the rest, ". . . a good actor must have mental and emotional maladjustments, etc." still appeared.

On what did those conclusions rest? Briefly, Zimmerman based them, as far as the women were concerned, on the scores of only 15 actresses, which seems to be a very small sample. His greatest error lies in his handling of the male group, however, for he compared his actors with a non-selected group of service men. On this basis of comparison the Minnesota Multiphasic yielded significant differences in depression, hysteria, psychopathic deviate, femininity, schizophrenia, and hypomania. Present evidence indicates that had he compared his actors to almost any highly select group of college students, Ph.D. candidates for example, most of his differences would have disappeared.

In 1949, Frank Drake completed a Ph.D. dissertation at Minnesota in which he studied and compared three groups of beginning speech students: (1) those who professed an interest in theater and attended general tryouts; (2) those who were interested but did not try out because they lacked confidence; (3) those who did not try out because they lacked interest or did not approve of the theater.

His results, which were carefully developed, were inconclusive. There tended to be a greater difference between those who lacked confidence and the other groups than between those who tried out and the other groups. But in general his results tended to support other studies before and since in that three items tended to stand

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out. (1) Actors score high on aesthetic value scales, which is to be expected; (2) Actors tend to be impractical; (also logical!—in the modern world no one would try to be an actor if he weren't impractical!) (3) Actors, both male and female, tend to score high on the femininity side of the Masculinity-Femininity scale. Ouch! I doubt that we can dismiss this charge entirely, although an honest understanding renders it much less objectional than at first glance:

1. Femininity is closely related to both the aesthetic and the idealistic; that is, the brawniest he-man, if he likes the arts and is somewhat an idealist, if he believes in altruism, brotherly love, and human decency, is going to score above average on femininity.
2. In theater, unlike other arts, a natural check operates against the really effeminate male. There are few roles that he can play. From Oedipus and Macbeth to Tarzan or Superman, the type demanded is the rugged male.
3. There may be significance that the higher than average score on femininity among Drake's 31 men was due mostly to very high scores on the part of about three of the men. In other words, 28 of the men were perfectly normal other than the fact that their interest in art was bound to increase their score somewhat. Only three showed scores that might lead one to suspect definite effeminate qualities.

I wonder if this is not characteristic? Theater usually tends to have a few "queer ducks" around, but most of the people are very solid normal citizens.

So much for a glance at the research. Now an equally brief glance into the realm of logic and common sense. It is logical to suppose that some of the suspicion toward theater is due to the fact that it has usually been a foreign or imported activity rather than a home grown one. As Mark Twain says, "One is down on what one is not up on," and not being up on the actors—they are not personal acquaintances—may add glamor, but it also adds an atmosphere of suspicion.

It is logical to suppose that some of the actor's reputation for temperament, maladjustment and eccentricity is a matter of publicity. Ingrid Bergman's lapse of duty toward her first husband filled newspapers for months, whereas the same thing is scarcely worth a single line of print if it happens to a clerk typist. Every amateur publicity agent knows that gimmicks are necessary if one is to get news space, and peculiar or eccentric habits of an actor are wonderful gimmicks.

Lest it seem that I am again trying to whitewash theater entire-

ly, let us admit that many frustrated, maladjusted, and unhappy people are undoubtedly attracted to theater as a place to gain the recognition they crave. This does not mean, however, that the theater will be attractive to them. It probably helps in only two ways: first, such maladjustments may supply the actor with drive and determination to succeed—very important for anyone traveling the rough road to success on the stage; and second, it may be that maladjustment will increase sensitivity, and sensitivity appears to be one of the cornerstones of artistic talent. You have all heard the old opinion that it is the irritation in the oyster that causes it to produce the pearl.

But even if it should someday be proved that irritation makes for a sensitive artist we still bump into another of our checks when it comes to acting, just as we did in the matter of femininity, for while great sensitivity may give the actor something to say, it may also rob him of the power to say it! Too much sensitivity if directed in wrong channels may tie muscles in knots and reduce voice to a tense, strained breathy squeak.

But to return to our subject. So far I have treated the actor and his art as if he were a lone individual working in a vacuum. If this were true then I could summarize by saying: We probably must admit that actors taken as a group do tend to score a bit higher in certain neurotic and psychotic tendencies than the average, although the tendency is by no means as pronounced as the layman seems to believe. In fact there is good evidence that a majority of theater people are solid, mentally and emotionally mature citizens.

If acting were an individual art this would conclude my speech, but acting is *not* an individual art. The painter, the writer, or the solo musician can be as wacky as he wishes. He can wear strange clothes, withdraw from common humanity, work only when the inspiration strikes him at 3:00 a.m. each morning. If the work termed art by these artists is great they deserve to be great, but not so in theater! Theater is a group art and woe to him who forgets it. The actor must be able to discipline his inspiration so that it functions exactly at 8:30 p.m. as the curtain rises; it is no use at 3:00 in the morning. Ability to team with others becomes a cardinal quality of anyone who would work in theater. You can perhaps endure one or two eccentric, temperamental persons in a company. If you have a Sara Bernhardt in your group, she is worth the bother, the pamper-

ing, the inconvenience of carrying a coffin for her to sleep in, but most theaters are not financially endowed to the point where at present prices they can afford coffins for all the actors as well as the crew members!

More than any other art, theater needs teamwork and this implies a healthy degree of mental and emotional maturity. I have come to a point in casting where if I must choose between ability and talent or high morale and teamwork, I will take the latter—not that the two are mutually exclusive. They more often go hand in hand.

I've a strong hunch that the great theatrical companies of history—Shakespeare's group, Moliere's, Stanislavski's—were distinguished as much by their excellent morale and teamwork as by their ability and talent.

There are ramifications in all this that go far beyond the mere matter of teamwork between actors. Especially in Educational and Community Theater we need excellent teamwork between cast and crews, between director and technical director, between back of the house and front of the house. This need for teamwork reaches beyond the theater itself into the school and/or the community—to the local merchant from whom props are borrowed, to the professor of public speaking who will hardly be happy if his students are asked to cut class because they are rehearsing for a play at "the theatah."

And so even if it should someday be proved that mental and emotional maladjustments tend to make one a better *individual* actor, we would still have strong cause for the good of theater as a whole, especially in our educational institutions, to work for mental and emotional maturity. For, let me repeat it, theater is above all a group art, and nothing is so conducive to excellent teamwork as excellent mental and emotional maturity. The achievement of such maturity should be one of our fundamental goals, and if we succeed in reaching it I will wager that the theater will gain solid roots in American life and American education.

## THE UNFINISHED WORK OF THE RESEARCH SCHOLAR IN THE CAROLINAS

MERRILL G. CHRISTOPHERSEN

AS THIS IS A PAPER that intends to nudge a speech scholar into research, and, at the same time, is not meant as a guide for the investigator already on his way, let me make an early limitation: The eighteenth century stuff is too scarce and too scattered and the twentieth century holdings are too vast, too complex, to delve into in twenty minutes. I will, then, limit myself to some ten categories of research in the nineteenth century for the speech student. And I shall confine myself to library situations which seem to me to be promising in South and North Carolina, even though I will be called upon to mention some holdings the bulk of which are to be found in some other Southern state.

I choose preaching as the first of my categories for two reasons: first, because a study of the early circuit rider forms an adventure for the researcher who would travel with him; and, second, because these early speakers were a part of, or at least, observant of all the movements significant to the period.

The Cameron Papers in the University of North Carolina Library offer a rich field at the start. A mass of 22,434 items, including some twenty volumes of manuscripts, together with the sermon notes of the Reverend W. Cameron, touch all the politics of the first quarter of the nineteenth century as well as nullification, abolition, and secession in the second quarter. The Oliver Hart Papers at the South Caroliniana Library contain a series of sermons and a rich diary of two volumes. The Abner Johnson and Frederick P. Leavenworth Papers at Duke contain sermons and letters from Benjamin Morgan Palmer. Treasure may be found in the Richard Hugg King Papers at Raleigh. Descriptions of camp meeting and sketches of noted preachers fill the pages of a MS volume, written about such men as David Caldwell, Andrew Flinn,

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James Hall, Joseph Kilpatrick. The Alexander Champlin Lay Papers at the North Carolina Library contain the notes and records of sermons by both Lay and Stephen Elliott. The two volumes of the John W. Lewis sermons and Journal at Duke contain a vast miscellany of the daily work and travel of this minister in the first half of the nineteenth century. The most interesting of all the early preachers were the McCorkles. The papers of Samuel E. McCorkle at Duke show the itinerant preacher in North Carolina and in Virginia. Among them is an especially interesting speech given by him in 1786, called "The Anniversary of American Independence." The Papers of William P. McCorkle at North Carolina have a still greater mass, some 2000 items, including 17 volumes. Here are sermons, notes, addresses, extending from the Civil War to World War I. Included is a manuscript on McCorkle's experience as a temperance lecturer, as well as rhetorical criticism of John Calvin McNair's lectures. At the South Caroliniana Library are a manuscript volume of Benjamin Morgan Palmer's notes on the lectures of Palmer, President James Thornwell, Aaron Whitney, and others, as well as an address delivered at the funeral of General Maxcy Gregg, in 1862.

The second category I have arbitrarily called Education in the South. It is a rich field for the research man in the Carolinas.

At the University of North Carolina Library are the James McDowell Papers on the development of schools in Virginia, rich in speeches and notes; the Willie Mangum Papers, filled with political and educational speeches; and the 21,000 items of the Southern Education Collection, which was used by Dr. Charles W. Dabney for his *Universal Education in the South* (Chapel Hill: UNC Press, 1936).

At the Duke Library can be found the Beaufort College Trustees Journal, the 8000 items of the Governor David Campbell Papers, as remarkable a set of papers as is in existence on education, politics, secession, common schools, and on Emory and Henry College. Along with these are the lectures, diaries, and letters of the George Frederick Holmes Papers, covering almost every phase of philology, grammar, political science, and economy.

At the South Caroliniana Library are the Chester Male Academy Papers with programs of oratorical exhibitions, the Greenleaf Papers comparing Northern and Southern education in 1825, the Henry

Papers, the Lieber Papers, and the Palmer Papers on education at South Carolina College. Along with these are the South Carolina Female Collegiate Institute Papers of 1828, with complete descriptions of the southern education of women before the Civil War.

The records of the southern literary societies call for still more work from the speech scholar. Duke Library holds the Minutes of the Calhoun Debating Society for the years 1857 and 1858, including the "debates on historical and political questions." There too is the volume of the minutes of the Charleston Clonian Debating Society. At the University of South Carolina are the records of the Charleston Hibernian Society, with the minutes from 1827 to 1847, as well as the minutes of the Christomathic Society of the same city. Here also are the minutes and the constitutions and secretary-books of the Clariosophic and Euphradian Literary Societies, organized on the campus of South Carolina College in 1806.

The category of nullification is a vast one in the Carolinas, although it has been worked and reworked by scholars. The huge collection of the Langdon Cheves Papers at the South Carolina Historical Society in Charleston should challenge any student. These papers point out that Cheves was one of the first to oppose Calhoun's position. At the South Caroliniana Library are all the tinder of the Thomas Cooper speeches and essays, including his "estimation of the value of the Union" remarks. In the same library are the works and words of the nullification governor, James Hamilton. At the University of North Carolina are the speeches and notes of James McDowell, as well as the 6000 papers of the Williams-Chestnut-Manning collection on internal improvements, tariff, and state rights.

In almost the same period of history the speech student will find a mass of material on the Whig party. The richest harvest is to be gleaned at Raleigh. There are the William Alexander Graham Papers, some 15 boxes of MSS, with Whig politics both in North Carolina and in the country at large. There, too, in the Edward Jones Hale Papers, is recorded the downfall of the Whigs. The story is further told at the same library in the Willie P. Mangum Papers, filled with speeches, the twelve boxes of letters and speeches of the Polk Collection, and the six volumes of the David Reid Collection.

The story may be filled out further at Duke, with the 8000 items of the Campbell collection, the letters of Jefferson Davis, the



papers of George McDuffie, William C. Preston, and the speeches and letters of William Lafayette Scott. It is a complete story that is told in those two libraries.

The secession speaking in the Carolinas is to be found in the two libraries of the state universities. At South Carolina are the speeches of James Henry Rion, friend of Calhoun; of William Pinckney McBee, opponent of Benjamin F. Perry; of James L. Orr at the Southern Rights Convention in 1850. At Chapel Hill the papers of James Lusk Alcorn, Governor of Mississippi, tell a graphic story of the approaching war. The John W. Cunningham letters and speeches give an opposing view of the same crisis. In the 3000 items of the Charles Fisher Papers one meets the Calhoun partisans and the secessionist leaders. In the Lenoir Family Papers the correspondence with the Bingham shows the changing attitude toward secession. The 3000 items of the William Porcher Miles Papers, in the same library, have a mass of material covering the approach to the war. And, finally, in the Pettigrew Family Papers one finds within the sermons and speeches, especially those between 1850 and 1863, the final story, enlarged by letters from such national leaders as Clay, Drumgoole, James H. Foote, J. C. Johnston, Robert E. Lee, William Porcher Miles, James L. Petigru, and C. G. Memminger.

Two other major categories remain: The speaking of the Confederacy and the speaking of the Reconstruction Period. The speeches of John Archibald Campbell, U. S. Supreme Court Justice, along with his scrapbooks, may be found at the University of North Carolina Library. There too are the speeches and notes of Governor John W. Ellis, also his letters to Davis on the condition of the Confederacy. Vivid descriptions of the political and economic conditions of that period may be found in the Andrew McCollam Papers. In the letters and lectures of William McCorkle there is further material in the same field. General Lafayette McLaw's speeches and letters to Davis, Longstreet, and Lee are graphic. More historical and objective are the addresses and letters of the Confederate journalist, Alfred Moore Waddell.

At the Duke Library the great mass of the papers of Clement Claiborne Clay, Governor of Alabama, covers well the Civil War period, as do the papers of Jefferson Davis. A journal kept for three months by Joseph Le Conte, held in the South Caroliniana

Library, describes succinctly the last days of the Confederacy. Of particular interest is another manuscript in the same library—a reply to John Bright's denunciation of the South, made the 22nd of December, 1862.

Manuscripts in these libraries are rich in Reconstruction materials. The Samuel A'Court Ashe Papers at Raleigh are filled with Democratic party material between 1876 and 1880. Also at Raleigh are the 28 boxes of manuscripts of the Thomas M. Pittman Papers, filled with speeches and broadsides of the Reconstruction era.

At Chapel Hill are the speeches and correspondence of Julian S. Carr, leader of the Confederate Veterans, and the papers of Thomas Ruffin which show the Negroes' efforts to control politics.

At the South Caroliniana Library are the papers of Henry F. Jennings describing the political situation in South Carolina in 1890; the minutes of the Richland Democratic Club of Columbia in the same year; the Isaac Dubose Seabrook Manuscript Volume, describing the racial situation in the South both before and after the Civil War. Here are the Wade Hampton III Papers, graphic concerning the Negro during the era, filled with the actions of the Democratic Party and the sectional debating of Hampton's opponents. Here are the seven manuscript volumes of Joshua Hilary Hudson on the social and political issues of reconstruction, together with an address to the farmers of Marlboro County; the Fitzwilliam McMaster Papers and addresses blasting carpetbaggers and telling of Ben Tillman's downfall.

The ninth category would be, perhaps, the official files of the Socialist Party of America Papers at Duke, which are complete as to membership, organization, and news releases. In these files, one might trace the fighting of the Ku Klux Klan, the giving of aid to the Negroes, the aliens, and the share-croppers. One would uncover the efforts to free Thomas Mooney. One would also learn the effects of Franklin D. Roosevelt's policies of social reform upon the Socialist Party, until it finally broke up and split into factions over war policy in 1938.

The final category would be those individual collections which are of such magnitude as to challenge a scholar to a work of several years. Such would be the William Alexander Graham Papers in the University of North Carolina Library, covering the epoch from 1750 to 1927 in 14,000 items, embracing certainly, the nineteenth cen-

tury; and the 75,000 items of the Furnifold McLendel Simmons Papers in the Duke Library, which confine themselves to the narrower period from 1890 to 1931 and relate the South to Teddy Roosevelt, World War I, and Wilsonian reforms; and finally the huge John C. Calhoun Collection now being readied at the South Caroliniana Library.

There are other collections, thousands. But the suggestion of this paper has become a parade, and if the speech scholar listening hasn't yet picked up the cadence, he's not a marcher at all, to say the least.



## Book Reviews

M. BLAIR HART

THE PSYCHOLOGY OF PERSUASIVE SPEECH, Second Edition. By Robert T. Oliver. New York: Longmans, Green and Co., 1957; pp. xii + 466. \$5.00.

According to the author, "What is attempted in this revision is to incorporate in one volume the best features of both *The Psychology of Persuasive Speech* [1942] and *Persuasive Speaking: Principles and Methods* (1950)." As this statement implies, the revision is primarily a freshening and regrouping of chapters from the two older books. A few overlapping chapters are combined; several chapter titles are changed; the 1942 chapter on interviewing is omitted; a chapter on the "Ethics of Persuasion" is added. The new book is rearranged into five parts: "Motivation in Human Affairs," "Principles of Persuasion," "Modes of Appeal," "The Speaking Process," and "Forms of Persuasive Speech."

The first of five chapters comprising Part I is a clear and straightforward, but unexciting, argument for the study of persuasion. Included is a definition of persuasion as "any form of discourse that influences thought, feelings, or conduct." Noting, however, that under this definition "all speech is persuasive—for all speech is influential," the author restricts the term to discourse in which the speaker makes "a calculated effort to *change the psychological orientation of the listeners*." He distinguishes persuasion from argument, characterizing the latter as "reasoned discourse" proceeding from a statement of purpose and often becoming "heated." Admonition is given that "the two modes of discourse should never be confused." No suggestion is made that the two are often, and perhaps should be, "fused."

Although admitting that "ethical problems of persuasion may be isolated only in part from the broader question of morality in general," Chapter 2 proceeds to outline seven "fundamental ethical standards" for the persuasive speaker. These are summed up: "If you always speak out of honest convictions, if you earn the right to your convictions by thorough understanding of the subject of which you speak, and if you present your viewpoints solidly buttressed with facts and expressed with tempered restraint, your persuasive speeches should be ethically sound." Left unanswered for the student is the question: How about the claims of the huckster and the promises of the politician? Perhaps the problem cannot be isolated in any significant part from the ethics of a given culture.

Chapter 3, "Human Motivation," retains materials from the first chapter of the 1942 edition on levels of response, stimulus-response, and attitudes, and adds an abbreviated treatment of self-interest from Chapter II of the first edition. The chapter does not include, however, a detailed discussion

or even a list of motives, emotions, drives, desires, or sentiments such as may be found in the early chapters of other textbooks on persuasion.

After a chapter on "The Speaker and His Audience," which treats personal proof and audience analysis as a quality of adaptation, "the introductory unit" concludes with "An Overview of the Persuasive Process." In this chapter, among other things, the speaker is given ten methods "for saving the pride of a persuadee" and seven "injunctions" to be used "as guides to further persuasive effectiveness. . . ."

Part II comprises three chapters entitled simply "Attention," "Suggestion," and "Identification." These chapters—except for new introductions to each and changing the title of the third from "Common Ground"—are almost *verbatim* reproduction of Part IV from the 1942 book.

Quoting James A. Winans' "Persuasion is the process of inducing others to give fair, favorable, or undivided attention to propositions," Dr. Oliver believes "*The chief task of the persuasive speaker is to serve as a 'selector' of his audience's attention.*" Here, as in the chapter on motivation, "the vital" as one of six "methods of inducing attention" does not include analysis of emotions.

Accepting the popular definition of suggestion as "the uncritical acceptance of an opinion as the basis for belief or action," the types distinguished are direct, indirect, positive, negative, and counter. Expressing the belief "that suggestion is scarcely an ethical mode of persuasion," and that "In an ideal society, suggestion would be denounced as a shoddy and dangerous substitute for thinking," the author asks the student to "delay a final judgment" on the ethical problem until the end of the chapter. About the only help given the reader in reaching his own decision, however, is the statement that "speakers whose proposals are thoroughly sound often find suggestion a valuable persuasive tool." This discussion of the shady aspects of suggestion seems to reopen the question of the ethics of persuasion in general without settling it one way or the other.

Giving credit to Kenneth Burke for the "concept of *identification* as the key to persuasion," the author offers some sound rules to speakers for finding common ground with their listeners. There is no question raised here as to the ethics of such advice as "*Strive to keep the auditor's attention directed away from the minor points of difference.*"

Part III contains chapters on "Evidence and Authority," "Dynamic Logic," "Emotion," and "Rationalization." These are, with minor changes in titles and text, Chapters V, VI, VIII, and IX from the 1950 book. In general, the materials in these chapters are traditional, except that usual classifications of forms of reasoning are considered to have "but a dim and hazy relationship to the process of actual persuasion;" briefly treated are forms labeled as "*causes, consequences, and consistency.*" The chapter on emotion contains a list of nine "emotional drives to which people are most subject"—a synthesis credited to Frederic Wickert from lists of "seventy-three representative psychologists." Characterizing rationalization as "a form of reasoning from false premises or by illogical means," and defining it as "self-justification," the final chapter of this section lists fourteen fallacies as "methods of rationalization in persuasion" and contrasts emotion, reason, and rationalization in nine respects. After saying that his discussion of rationalization should help in "indicating how a speaker may use it himself to accomplish his own persuasive goals," the author concludes with: "Rationalization is not being defended in this chapter, but analyzed and evaluated for its persuasive effects."

If "all rationalization is fallacious logic"—which is open to doubt—and emotion, as well as rationalization, "consists of suggestion," are not these avenues to persuasion as questionable ethically as is suggestion *per se*?

Part IV has chapters from both older books. "The Platform Speech" is included from the 1942 edition and chapters on organization, the brief, and delivery are taken from the 1950 book. In the preface the author justifies the "lack of chapters on style and on development of ideas" on the ground that they are "incorporated into many of the other chapters." Many teachers may prefer, however, a concentrated treatment in one place of the language of persuasion. Would such not be more useful than the eleven pages devoted to the brief?

The final section of the book consists of the last four chapters from the 1950 book. They deal, respectively, with speeches to convince, to actuate, to stimulate, and the sustained campaign. Since persuasion was defined in Chapter 1 in terms of changing "beliefs, feelings, or actions," the author considers the treatment of the "three different types of persuasive speech" as in line with "prevalent judgment." The opinions of modern psychologists, quoted so freely and effectively throughout the book, are not brought to bear on this differentiation of speech ends. Nor is mention made of Charles H. Woolbert's denial in 1920 of sound psychological distinction between "joint-bending" and other forms of response. Many teachers may prefer to treat these ends as different degrees of the same kind of response, focusing more upon audience attitude toward the speaker's proposition.

Each chapter of *The Psychology of Persuasive Speech* closes with a few well chosen exercises and an appropriate supplementary reading list. The book is highly readable and is attractively bound (in bright yellow trimmed in red). Instructors in courses in persuasion will do well to examine this new edition before deciding upon textbooks.

H. HARDY PERRITT

University of Alabama

DISCUSSION. By William S. Howell and Donald K. Smith. New York: The Macmillan Co., 1956; pp. vii + 292. \$4.00.

William S. Howell and Donald K. Smith, in their book *Discussion*, set out to answer two questions which they believe are asked by every teacher. They are: What should be the theoretical content of the discussion course? What learning experiences are most effective in developing the ability to apply relevant theory?

The authors' answer to the first question is the suggestion "that ways of thinking critically, together, should outweigh all other content in the study of discussion." Proportionate emphasis is given in the text to principles of effective human relations, the discussant's speech, his understanding of language, patterns of discussion, participation, leadership, evaluation of discussion, and the relationship of discussion to other forms of public address. The authors' answer to the second question suggests a series of actual discussions beginning early and continuing throughout the course. Let us consider the adequacy of these answers, in turn.

Analysis of the content of the book reveals that the authors have fulfilled their intentions of presenting the theoretical content important to learning

the methods of group discussion. Their presentation of "Critical Thinking in Discussion" in Part II is different from and an improvement upon the standard treatments of thinking in group discussion. The authors divide the act of reasoning into three stages, (1) inductive analysis of evidence, (2) generalization, and (3) deductive application of generalization(s). Each of these stages is treated at some length. The remainder of the book treats discussion procedures and practices, evaluating discussion, and discussion and society.

There can be little doubt that the authors present an excellent theory of discussion with an emphasis on critical thinking. There remains to consider the learning experiences suggested by Howell and Smith.

The authors have written a book which takes "Discussion" for its title. They define discussion as "that form of discourse which occurs when two or more persons, recognizing a common problem, exchange and evaluate information and ideas in an effort to [understand or] solve that problem." Hence, one would expect the authors to outline a method of group problem solving and suggest a series of exercises through which students would gain skills in reasoning critically together to an acceptable solution. This, however, is not the case. They recommend a series of show-type discussions including radio round-tables, a mock trial, a debate, and several exercises in critical thinking. The actual process of problem solving through group discussion is not fully explained nor is it recommended as a practice exercise.

Their justification for recommending "show-type" discussions and exercises other than problem solving is their belief that "consensus is an admirable goal for discussion groups, but it is not a practical goal for groups dealing with complex problems." Earlier in their text, the authors state:

Most classroom discussion training must be given through the practice of show-type discussion. The demands for clarity, compression, and demonstration of effective critical thinking placed by the show-type form provide excellent training for the students of discussion. Transfer of the skills learned in such activity to the conference situation should provide no problem, provided:

- (1) The student is aware of the differences in these two types.
- (2) The show-type discussions emphasize the same purposive exchange and criticism of information and opinion necessary to all productive problem solving.

The ends are inherent in the means; students learn what they do. Neglect of this philosophical principle has led the authors to write a text appropriate only for the teaching of critical thinking and the production of show-type discussions. Unfortunately, in discussion, critical thinking cannot be an end in itself; learning to present show-type discussions is not the highest possible goal in courses in group discussion. The authors deny that consensus is a practical goal for groups dealing with complex problems and depend on the somewhat tarnished educational principle of "transfer of training" to accomplish the purpose of group discussion. An inconsistent philosophy has resulted in schism between theory and practice. Much excellent theory in problem solving is combined with practice in other speech activities.

WILLIAM S. SMITH

Alabama Polytechnic Institute

**GUIDES TO STRAIGHT THINKING.** By Stuart Chase. New York: Harper and Brothers, 1956, pp. X + 212. \$3.50.

Stuart Chase in the Foreword of *Guides To Straight Thinking* says, "My study is not a textbook, or a competitor for the standard course in logic—though it might be used as collateral reading." This reading well might be part of any advanced public speaking course and, more especially, of any debate, discussion, or course in persuasion.

*Guides To Straight Thinking* continues the author's interest in communication and semantics, which began with *The Tyranny of Words*, published in 1938. This "study is for the journeyman thinker who would like to know more precisely what the Senator on the floor, the critic of the Senator, the writers of editorials, the omniscient voices on the radio, the attorney in the courtroom, the campaign orators, the copy writers of Madison Avenue, and the Moscow propaganda mill, are trying to make him believe. What is the real meaning behind the rhetoric and the sales talk?"

Herein lies the value of the book for both teacher and student of oral communications, more especially, those who have not had the opportunity for training in technical logic.

The first four chapters are devoted to a discussion of logic, the history of logic, the reasoning of scientists and finding facts. Then follow thirteen chapters each devoted to the discussion and illustration of a common fallacy in reasoning. Each fallacy is clearly explained and related to practical use through application to daily living and through use of examples drawn from current affairs.

The last five chapters are devoted to other examples of false reasoning in the town meeting, the courtroom, and the propaganda of the communists. A list of twenty-two classical fallacies developed by students since Aristotle's time are given in the Appendix, and a suggested list for further reading is included.

HOWARD W. TOWNSEND

*The University of Texas*

**JUVENILE DELINQUENCY.** Edited by Grant S. McClellan. The Reference Shelf, Volume 28, Number 2. New York: The H. W. Wilson Company, 1956; pp. 183. \$2.00.

**THE GOVERNMENT AND THE FARMER.** Edited by W. M. Daniels. The Reference Shelf, Volume 28, Number 5. New York: The H. W. Wilson Company, 1956; pp. 195. \$2.00.

In the volume on juvenile delinquency, Editor Grant McClellan draws materials from senators, educators, psychologists, journalists, judges, sociologists, doctors, lawyers, religious writers, law-enforcement officers, and teenagers in order to "reveal the complexity and the extent of the problem of juvenile delinquency in the United States."

The first of the book's four major divisions, "Children in Trouble," provides an introduction to the entire subject, and delineates the "key personality traits" of juvenile delinquents.

Part II is called "The Juvenile Delinquent and His World," and deals particularly with the external influences which affect the child—the world



situation, family conditions, economic status, religion, schools, and the mass media.

The third division, "The Law and Juvenile Courts," contains investigations on (1) the legal aspects of juvenile delinquency, (2) reforms that have been and should be made in the design of juvenile courts, and (3) the connection between the police and the delinquent.

The last portion describes the procedures followed in various localities to combat the growing problem of juvenile crime and delinquency. This section and the book close with a plea for better parents and stricter treatment of delinquents by law-enforcement agencies from J. Edgar Hoover.

From the standpoint of the speech teacher, the work's greatest value is the information it provides for improving the many classroom speeches on the subject of juvenile delinquency. Of particular interest to speech correctionists is the concept presented in this volume that much delinquency results from the great emphasis placed on the subject and from the application of the tag "delinquent" to juveniles—a theory quite similar to a prominent theory of stuttering.

The second volume, *The Government and the Farmer*, was prepared "to provide material on the 'problem area' designated by the National University Extension Association for high school discussion and debate in the academic year 1955-56." Since a previous issue in the series (*Subsidies for Farmers*, Volume 22, Number 4, 1950) covered agricultural problems to that date, the 1956 publication draws principally on materials published since 1951. As a result, the articles are about as up-to-date as can be expected in the fast changing picture of the farm situation.

The high school debator or discussor will find the section on definitions of value in understanding all material on the question, and the articles which trace the history of farm legislation from 1919 to the present, taken largely from *Current History*, provide beneficial background material. The bibliography lists some two hundred additional sources of information in books and periodicals.

ROSS STAFFORD NORTH

Central Christian College

THE RIDDLE OF STUTTERING. By Charles S. Blumel, M.D. Danville, Illinois: The Interstate Publishing Company, 1957; pp. v + 142; \$3.50.

*The Riddle of Stuttering* is Dr. Blumel's third book on the subject of stuttering. In 1913, *Stammering and Cognate Defects of Speech* introduced the concepts of primary and secondary stammering with the theory that "the stammerer's mental impediment was a form of transition auditory amnesia." In 1935, *Stammering and Allied Disorders* presented an investigation of stammering from the point of view of psychology and neurophysiology, the basis of the study being the conditioning reflex and inhibition. The present book presents no definite reversal of thought. There is an amplification and a modification of his interpretations: auditory amnesia relates to mutism in primary stammering, while conditioned reflex and inhibition become a part of his secondary stammering concept. The author, however, states that "he seeks an answer to the riddle of stuttering in the field of psychiatry." He also states that "his present interpretation of stuttering is intentionally psychobiological, with maximum simplification."

The purpose of the book is to present his current thinking concerning the problem of stuttering for appraisal by the speech correctionist and the stut-ter-er. He accomplishes this very well. The first chapter gives his differential meaning to the words stuttering, stammering, primary stammering, and sec-ondary stammering. It also introduces his clinical concept of the stut-terer and presents the three situations which lead to stuttering. Chapters 2 through 6 present a discussion of the five components which make up his clinical concept of the stut-terer. Chapters 7 and 8 deal with the personality of the stut-terer. Chapters 9 and 10 are given over to therapeutic procedures and techniques. The suggested therapy for adults differs in part from that currently used by the majority of speech correctionists. "Speech training is effected in the sensory area rather than in the motor area," says the writer.

The book is written in a direct and readable manner. At times the term-inology becomes a bit confusing. What is *medical, psychological, biological, neurological*? Is his therapy chiefly based on psychiatry or that of retrain-ing? There is evidence of armchair philosophy in the discussion of the per-sonality of the stut-terer. All of the information that is given is based on clinical observation, thus the scientific research person may quarrel with the lack of statistical data.

Despite the questions that may arise, the field of speech correction should welcome this contribution. The use of the techniques may determine whether he has answered the riddle or whether he has only added another tangle. I, for one, am eager to try his therapeutic method.

SARA M. IVEY

University of Arkansas

SPEECH CORRECTION IN THE SCHOOLS. By Jon Eisenson and Mardel Ogilvie. New York: The Macmillan Company, 1957; pp. vii + 294; \$4.25.

As the title suggests and the preface tells us, "This book is primarily ad-dressed to the classroom teacher and to the school speech therapist." It is possible, too, that the authors had in mind a textbook for a college course which might be the only speech correction course taken by prospective class-room teachers and which might at the same time serve as an introductory course for speech therapists. With this two-pronged approach in mind, the book presents an able condensation and simplification of much that has been written about speech defects in children, with the addition of original in-sights that should prove both enlightening and practical.

In discussing speech education for both the speech handicapped and the normal speaking child, the need for an atmosphere conducive to oral com-munication is stressed; experiences that nurture talk are suggested; and class-room activities that provide opportunities for growth in and through speech are outlined. The chapter on standards of speech in the classroom is a real-istic and helpful one. The development of language in children is traced, and some of the most common factors contributing to delayed or retarded speech are reviewed. A brief chapter on the mechanism for speech is included. Separate chapters are devoted to Voice Disturbances, Articulation—Production of Sounds (including phontic and diacritic symbols), Defects of Articulation (testing, causes, treatment), Stuttering, Speech and Physical Handicaps (hearing, facial clefts, cerebral palsy). The teacher's responsibility as a

speaker (who will be imitated) and as one who can do much to help pupils overcome speech defects either in cooperation with a speech therapist or through independent efforts is stressed in the concluding chapters of the book.

That the authors have covered so much ground in such little space will strike many readers as remarkable. This is perhaps both the strength and weakness of the book. Many newcomers to the field will be grateful for the simplicity of treatment, but some in the profession may feel that the treatment is brief to the point of superficiality. There are times, too, when one doubts if a particular discussion can carry much meaning to any one who cannot fill in the gaps with knowledge he has acquired elsewhere.

In the opinion of this reviewer, the authors missed an excellent chance to make a real contribution in the area of treatment of articulatory difficulties. They agree that both the classroom teacher and the school speech therapist will be confronted in a majority of cases with articulatory defects of speech. And yet their chapter on the treatment of these commonly-encountered speech problems is devoted largely to word lists, sentences, and stories—all of which can be found readily in a number of other sources or can be made up with very little trouble by an inventive teacher. Specific suggestions for activities in the classroom which would give the speech defective child an opportunity to recognize his error and the correct sound (ear training) and, after he has learned to make the sound and to incorporate it in familiar words, to use it (over and over again!) in meaningful, life situations would have been filling a gap that at present accounts for much of the failure of teachers to render the help to the speech handicapped child that they could so ably give without adding materially to their present load. What most teachers lack is the insight—and this book has little new to offer here.

MARY K. SANDS

*Arkansas State Teachers College*



# NEWS AND NOTES

DON STREETER

This section of news and notes will be a wind-up of last year. It's too early at the time of writing to know much about next year, and some of the information was reported to me last March and April. But here it is.

## APPOINTMENTS: 1956-1957.

Arnold C. Anderson went to Lamar State College of Technology, Beaumont, Texas, as assistant professor and director of forensics. Allen C. Hitchcock also went to that institution as instructor and director in the theatre.

Dr. Mary Louise Gehring assumed her duties as associate professor at Stetson University. Carl C. Ritter and Bruce Griffith each joined the staff at Stetson as assistant professors.

Miss Carolyn Hunt, M.A., Northwestern, went to Converse College as assistant professor of speech and chairman of the department. Mr. Fergus Currie, M.A., Missouri, went to Converse as instructor and technical director.

Mrs. Mary Virginia Moore, M.A., Purdue, and John A. Stovall, Jr., M.A., Mississippi Southern, joined the staff of Auburn as instructors.

Dr. Sally M. Gearheart and Edna Sorber joined the staff at Stephen F. Austin State College.

Robert R. Kundel started at Furman University as instructor in speech, technical director of theatre, and director of forensics.

Thomas Gregory, M.A., Minnesota, joined the staff at Murray State College as assistant professor. He had spent three years at Pasadena Playhouse.

## PROMOTIONS AND NEW DEGREES

At the University of Houston, Dr. Genevieve Arnold was promoted to professor, and Dr. Robert L. Scott, to associate professor.

At Coral Gables High School, 20 students were inducted into the National Forensics League, with Al Capp receiving the Degree of Distinction.

Dr. Dorothy Richey was selected faculty member of the year by the student publications for her outstanding contributions to Furman University.

## PERSONAL NOTES

Lenyth and O. G. Brockett moved to the State University of Iowa from Stetson University.

Mrs. McKay Epps of Winyah High School reports that speech activity has been so satisfactory in Georgetown that they will have a regular speech class next year.

Miss Sarah Lowery of Furman was a guest reader at Ohio State University in November of 1956. She appeared on the artist series at Wesleyan Methodist College in Central, South Carolina, March 28, 1957, and she appeared at Anderson College, Anderson, South Carolina, April 2.

Dr. Dorothy Richey, Furman University, was appointed as one of the dramatic editors of *Players* magazine. She also taught classes in public speaking for the Junior League and the YWCA of Greenville.

Bob Kunkel, Furman University, taught a course in parliamentary procedure for the Junior League, another course in public speaking and play production for the YWCA, and judged such contests as the Alexander Hamilton Contest. He was instrumental in getting the British University debate team to appear at Furman University, February 27.

Alberta Ayler, Fountain City, Knoxville, conducted a workshop session for the grade school teachers of Knoxville in choral reading of poems in their grade readers. She also wrote an article for the Tennessee News Letter, entitled "Professional Growth." She conducted the panel with illustrative scenes from *Picnic* by the University of Tennessee Players on "The role of teachers in modern literature."

Two Auburn professors have been doing summer work on their doctorates: W. P. Dorné at the University of Florida, and J. W. Saunders at Northwestern.

Joe Riggs of Memphis State University, who was commissioned a 1st Lt. in the United States Air Corps Reserve, spent much of the summer on active duty in Memphis.

#### THEATRE

Bradford High School, Starke, Florida, won an excellent rating in the Florida High School drama festival with the play, *High Window*.

Lamar State College of Technology produced *Oklahoma*, *Pygmalion*, *Oedipus Rex*, *The Male Animal*, as a faculty play reading, *Cavalaria*, and several one-acts.

Memphis State University produced *School for Scandal*, *Picnic*, *Blood Wedding*, by Lorca, and *Hamlet*, together with some original one-acts. They also staged *Lucia de Lammermoor*.

Stetson University presented *Time Out For Ginger*, *Job*, *Mistress of the Inn*, *Cymbeline*, and *The Miser*.

The Palmetto Players of Converse College sent in a very attractive program for their production of *Summer* and *Smoke*. Other plays during their season included *Electra* in the form of a readers' theatre. Their program talks about the changes in the department, including a new lighting system. The department offers a major in theatre work. Alpha Psi Omega pledged five students this year. The schedule for 1957-1958 is listed to include *The Diary of Anne Frank*, *Blythe Spirit*, and *Three Sisters*.

Stephen F. Austin State College presented *RUP*, and *You Can't Take It With You*.

Winyah High School, Georgestown, South Carolina, offers two class plays a year.

Coral Gables High School, Miami, Florida, offered three one-act plays in March.

Furman University presented *The Wingless Victory*, and *The Barretts of Wimpole Street*. In addition, they did *Robin Hood* in cooperation with the Furman Singers, and they ended their season with *She Stoops to Conquer*.

Central High School, Knoxville, Tennessee, gave *Cinderella of Love Land* in five performances for their own school and two nearby elementary schools. They presented *Rip Van Winkle* in one performance.

Murray State College presented *The Heiress*, *Out of the Frying Pan*, *The Madwoman of Chaillot*, and a children's play, *Many Moons*.

Messick High School, Memphis, Tennessee, presented *Time Out for Ginger*, and a one-act entitled, *New Fountains* for the state Parent-Teacher Association convention at Ellis Auditorium.

The Florida Summer Theatre was inaugurated at Stetson University for the 1957 season. A program of four major productions and classes was offered in conjunction with the University. The stock company was shareholding and independent from the University. Members of Stetson staff were directors.

#### FORENSICS

Bradford High School debate squad tied for first place in District 2 Florida forensics. Fritz Pellam won a superior rating in after dinner speaking at the Southern Speech Association Tournament.

The University of Houston represented district three at West Point. This was the fifth consecutive year that the University of Houston has been invited.

Lamar State College of Technology visited Texas Lutheran, Texas A & M, Southwest Texas, Baylor University, Delmar of Corpus Christi, the University of Houston, and the Southern Speech Association in Athens, Georgia.

At Montgomery Bell Academy there is a forensics club for junior and senior boys. Each boy makes at least two assembly talks during the year. There are forty boys in the club. They also present a forum called the Freedom Forum Panel. They speak to schools, civic clubs, church organizations, etc. They have been invited to return as many as three times to some groups. They won three awards from the Freedom Foundation at Valley Forge.

In 1957, Stetson University engaged in the intercollegiate forensic competition for the first time in several years. They entered two major tournaments—the Florida State University invitational and the Southern Speech Association at Athens, Georgia. At the latter their women's team won a superior.

Auburn entered the Southern, at Athens and the TKA National at Butler University in Indianapolis. They held an intramural debate tournament in February and planned for a speaking tournament in May.

Stephen F. Austin State College participated in ten tournaments last year, including the Ninth Annual Piney Woods. They traveled about eight thousand miles. They were at Athens and at the National Pi Kappa Delta.

Winyah High School of Georgetown, attended the Southern Speech Association at Athens.

William Dawes of Coral Gables was first in the state extemp contest of Florida. Al Capp and Sue Hiller were second in state debate, with a new record of 19 wins and 1 defeat.

Furman University forensics got a shot in the arm under the direction of Mr. Robert Kunkel. The activity had lapsed for several years. Student enthusiasm was good.

Murray State College presented 25 high school assembly audience debates. They debated the international team from Britain. They conducted a high school debate workshop. They participated in 39 non-decision intercollegiate debates. They entered the National TKA. Advanced speech students took over all of the judging assignments at two high school regional speech tournaments.

Central High School, Knoxville, Tennessee, entered all fields in the Smoky Mountain tournament at Carson Newman College. They won the sweep-stake trophy. They entered the Tennessee Speech and Drama League and the Southern Association tournament and congress. They won the American Legion trophy and medal on debate on the Bricker Amendment.

Messick High School, Memphis, Tennessee, won many honors in the Tennessee Speech and Drama League which was held at Memphis State University this year. Messick conducted a practice tournament. Two hundred fifty contestants from eleven west Tennessee schools entered.

Memphis State speakers traveled to Louisiana State University, University of Alabama, Carson Newman College, Vanderbilt University, Murray State College, Arkansas State College, Harding College, the University of Georgia, and Butler University during the year. They entertained traveling teams from Texas Midwestern and from Bethel College. They were the hosts for several oratorical contests and to the regional and state contest of the Tennessee Speech and Drama League. In addition, they organized an entertainment bureau, which provided programs of all types for clubs, organizations, service clubs, and special parties.

#### SPECIAL EVENTS

From the University of Houston, we learn that the Fifth Annual Roundup for High School Students was held from July 22 to August 2, 1957. Fifty-five students from three states enrolled for courses in drama, radio, television, and individual debate.

A two day conference on special education was held at Auburn in June under the direction of William Dorné. Featured speakers were Dr. Daryl Moysie of Florida and Dr. Stanley Ainsworth of the University of Georgia.

On April 7, 1957, a new chapter of Alpha Psi Omega was installed on the campus of Converse College. On that date Miss Cabell Carrington gave a recital, reading from the works of Thomas Wolfe.

On February 22 and 23, at the University of Mississippi, the Mississippi Speech Association sponsored what may be the only workshop for speech in the elementary school now being offered in the United States. Mrs. Mildred Arnette of Franklin Academy, Columbus, Mississippi, Chairman of the Committee on Elementary Speech Education of the Mississippi Speech Association, was the organizer of the workshop. Dr. John J. Pruis of Western Michigan College and Mrs. Robert I. Schwartz of the University of Alabama, Birmingham Center, were the principal speakers.

Over sixty elementary teachers and supervisors attended the two day conference. Demonstrations in choral reading and creative dramatics were staged by Dr. Pruis and Mrs. Schwartz, using children from local schools. Dr. Robert McCroskey, Assistant Director of the Speech and Hearing Clinic at Mississippi Southern College, addressed the banquet on how the speech defective child may be treated by the classroom teacher.

From June 15 to June 29, a Summer Workshop for Teachers of Speech was held on the campus of Mississippi Southern College. The laboratory for this workshop was twenty-five high school students enrolled in a high school speech institute. Two hours of graduate or undergraduate credit could be earned.

# SOUTHERN SPEECH ASSOCIATION SUSTAINING MEMBERS

October 16, 1957

## ALABAMA

### ANNISTON

*Anniston City Schools:*  
Loretta G. Brown

### AUBURN

*Alabama Polytechnic Institute:*  
Frank B. Davis  
William P. Dorné  
Donald Harrington  
Mary V. Moore  
William S. Smith

### BIRMINGHAM

*2003 22nd St.:*  
Rose B. Johnson  
*Jr. League & Hearing Center:*  
Frances M. Meeks  
*Birmingham Southern College:*  
M. Fred Evans  
*Howard College:*  
G. Allan Yeomans  
*University Medical Center:*  
John E. Paul

### BLOOM

Florence Pass

### COLUMBIANA

*Shelby Co. High School:*  
Barbara Joiner

### FLORENCE

*Florence State Teachers College:*  
Edward E. Matis

### MAXWELL AIR FORCE BASE

Joseph H. Mahaffey  
F. A. Cartier

### MOBILE

*Day School for the Deaf:*  
May G. Carlin  
*United Cerebral Palsy Center:*  
Margaret A. Crary

### MONTEVALLO

*108 Highland:*  
A. J. Kochman  
*Alabama College:*  
Patricia Clithero  
John B. Ellery  
Sara M. Ivey  
Laura F. Wright

## ALABAMA—Continued

### UNIVERSITY

*University of Alabama:*  
Ollie L. Backus  
Allen Bales  
Frances Beckelheimer  
Lillian O. Dubin  
Mary V. Dearstone  
Annabel Hagood  
Marion Galloway  
T. Earle Johnson  
Rebecca Ragsdale  
H. Hardy Perritt  
Louise M. Ward  
Elizabeth Webster

## ARKANSAS

### CLARKVILLE

*College of the Ozarks:*  
Fred Koontz

### CONWAY

*Arkansas State Teachers College:*  
Mary K. Sands  
Leona Scott

### FAYETTEVILLE

*University of Arkansas:*  
Virgil L. Baker  
Blair M. Hart

### FORT SMITH

*Ft. Smith High School:*  
Mrs. John A. Holt

### LITTLE ROCK

*Central High School:*  
Marguerite P. Metcalf  
Alberta Harris

### SEARCY

*Harding College:*  
Evan Ulrey

## FLORIDA

### CORAL GABLES

*University of Miami:*  
William L. Shea  
Eugene White

### DELAND

*Stetson University:*  
Mary L. Gehring  
Charles C. Ritter



## FLORIDA—Continued

## DUNEDIN

*Pinella County Sp. Therapist:*

Barbara A. Hardin

## GAINESVILLE

*University of Florida:*

H. P. Constans

Robt. L. Christ

Dallas C. Dickey

Douglas W. Ehninger

Richard D. Hutto

Margaret C. McClellan

Jeanne Miles

William E. Ogden

W. M. Parrish

Alma Sarett

L. L. Zimmerman

## JACKSONVILLE

*Robert E. Lee High School:*

Eunice Horne

## LAKELAND

*Florida Southern College:*

Mildred Ibberson

## MIAMI

*Jackson High School:*

Bertha Hunt

*Miami Beach High School:*

Nancy J. Weir

## PENSACOLA

*Naval School of Aviation Medicine:*

Gilbert C. Tolhurst

## ST. PETERSBURG

*St. Petersburg Junior College:*

Roberta Buchanan

## TALLAHASSEE

*Florida State University:*

Wade W. Banks

Paul W. Davee

G. Don Davidson

C. W. Edney

Thomas R. King

Thomas R. Lewis

Gregg Phifer

L. L. Schendel

## TAMPA

*Florida Christian College:*

Bob F. Owen

## WARRINGTON

*535 S. Barrancas St.:*

Mrs. Ada G. Weisinger

## GEORGIA

## ATHENS

*University of Georgia:*

Stanley Ainsworth

## GEORGIA—Continued

Wm. E. Brand

Paul Camp

Arthur J. Fear

Harold Luper

Jerry Maddox

James E. Popovich

Carlton S. Smith

David B. Strother

## ATLANTA

*Davison School of Speech**Correction:*

Louise Davison

*Emory University:*

George A. Neely

*Jr. League School of Speech**Correction:*

Virginia C. Baird

Claude Hayes

*State Department of Education:*

Mamia J. Jones

## AUGUSTA

*Univ. of Ga. Center:*

Morris P. Wolf

## COLLEGEBORO

*Ga. Teachers Col.:*

Doroth Few

## DECATUR

*Agnes Scott College:*

Roberta Winter

Frances K. Gooch

## GAINESVILLE

*Gainesville Public Schools:*

Mary M. McCaslin

## MACON

*Mercer University:*

Helen G. Thornton

*Wesleyan Conservatory:*

Mary Pate

Ruth Simonson

## STATESBORO

*701 E. Jones Ave.*

Robert Overstreet

## VALDOSTA

*Valdosta State College:*

Louise A. Sawyer

## ILLINOIS

*Monmouth 115 S. B. St.:*

Louise A. Sawyer

*Sidell, Jamaica High School:*

Marvin L. Tuttle

## IOWA

## IOWA CITY

*University of Iowa:*

Orville Hitchcock

## IOWA—Continued

## WAVERLY

*Wartburg College:*

Robt. G. Smith

*Iowa State University:*

Obra Quave

## KANSAS

## MANHATTAN

*Kansas State College:*

John L. Robson

## KENTUCKY

## GEORGETOWN

*Georgetown College:*

Rena Calhoun

Orlin R. Corey

## HOPKINSVILLE

*Hopkinsville High School:*

Eugene Gough

## LEXINGTON

*Lafayette Sr. High School:*

Thelma Beeler

*St. Cripple Children Commission:*

Mary L. McDowell

## LOUISVILLE

*Southern Baptist Theological**Seminary:*

Charles McClon

## MURRAY

*Murray State College:*

J. Albert Tracy

## RICHMONT

*Eastern Kentucky State College:*

Pearl Buchanan

## WILMORE

*Asbury College:*

Gladys Greathouse

## WINCHESTER

*Winchester High School:*

Mrs. Neville McCracken

Mrs. Rich. Sanderson

## LOUISIANA

## BATON ROUGE

*Louisiana State University:*

Waldo W. Braden

Clinton Bradford

C. Cordelia Brong

Giles W. Gray

Francine Merritt

Owen M. Peterson

Claude Shaver

Wesley Wiksell

C. M. Wise

## LOUISIANA—Continued

## GRAMBLING

*Grambling College:*

Floyd L. Sandle

## LAFAYETTE

*Southern Louisiana Institute:*

Norman Attenhoffer

Albert L. Capuder

Roy D. Murphy

H. Waldo Wasson

## MONROE

*3503 De Sirad:*

George C. Brian

*Neville High School:*

Sammy R. Danna

## NATCHITOCHES

*Northwestern State College:*

Edna West

Irma Stockwell

## NEW ORLEANS

*3939 Gentilly Blvd.:*

Thomas L. Tedford

*Orleans Parish Corrective Speech**Dep't.:*

Alida Dureau

Rosemary Calongne

Lorretto Burke

*Tulane University:*

Robert W. Corrigan

Maurice Joseph

Jeannette Laguaite

Monroe Lippman

## PINEVILLE

*Louisiana College:*

DeWitte T. Holland

## MARYLAND

## ANNAPOLIS

*Kennedy Point:*

Mark H. Von Redlich

## MICHIGAN

## BATTLE CREEK

*215 Oak Dr.**Level Park:*

William K. Clark

## EAST LANSING

*Mich. State Univ.:*

Donald H. Ecroyd

Thomas R. Long

## MINNESOTA

*University of Minnesota:*

Robert L. Scott

## MISSISSIPPI

## CLINTON

*Mississippi College:*

Hollis B. Todd  
 Mrs. H. B. Todd  
 John W. Wills

## COLUMBUS

*Mississippi State College for Women:*

Harvey Cromwell

## FRENCH CAMP

*French Camp Academy:*

A. M. Jones

## HATTIESBURG

*Mississippi Southern College:*

Paul Brandes  
 Marilyn Brown  
 Robert B. Cade  
 Don George  
 Gilbert Hartwig  
 Robt. L. McCroskey  
 Roland Oesterreich  
 Robert Peters  
 Peggy J. Revels  
 Robert M. Treser  
 M. L. Turney  
 Gerard Wagner  
*Wm. Carey College:*  
 Clara Axie Dyer

## HAZELHURST

*Hazelhurst High School:*

Joyce Nicholson

## JACKSON

*Central High School:*

Emmy Lou Patton  
*Provine High School:*  
 Sue Longest

## LONG BEACH

*Long Beach High School:*

Word Guild

## MAGEE

*Magee High School:*

Lillian Finch

## MERIDIAN

*Meridian Junior College:*

J. C. Brown  
*Stevens School Speech Clinic:*  
 Tommie Rigdon

## NATCHEZ

*Natchez Public Schools:*

Etoile DuBard

## POPLARVILLE

*Pearl River Junior College:*

Anne Daniel

## MISSISSIPPI—Continued

## RAYMOND

*Hinds Junior College:*

Fred L. Brooks, Jr.

## UNIVERSITY

*University of Mississippi:*

Joseph Baldwin  
 Christine Drake  
 Charles M. Getchell  
 Clyde E. Reeves

## NEW MEXICO

*University of New Mexico:*

Wayne E. Eubank

## NORTH CAROLINA

## CHAPEL HILL

*University of North Carolina:*

Norman W. Mattis  
 Richard P. Douthit

## DAVIDSON

*Davidson College:*

## DURHAM

*Duke University:*

Joseph C. Wetherby

## MARS HILL

*Mars Hill College:*

Gentry O. Crisp

## WINSTON-SALEM

*Wake Forest College:*

Franklin R. Shirley

## RALEIGH

*North Carolina State College:*

L. Swain

## OHIO

## COLUMBUS

*Ohio State University:*

Peggy J. Revels

## GRANVILLE

*Dension University:*

Lionel Crocker

## OBERLIN

*Oberlin College:*

Robert Gunderson

## OREGON

*Ontario High School:*

Marvin L. Tuttle

## PENNSYLVANIA

*University of Pittsburg:*

Otis M. Walter

## SOUTH CAROLINA

## COLUMBIA

1001 Main St.:  
Norman Lambries  
Columbia Col.:  
B. Frank Lee  
University of South Carolina:  
Merrill G. Christophersen

## GREENVILLE

Graham School:  
Ethel Leach  
Jr. League Speech & Hearing  
Center:  
Stuart I. Gilmore  
Furman University:  
Robert Kunkel  
Sara Lowrey  
Dorothy Richey

## LANCASTER

409 Chesterfield Ave.:  
Mrs. Ned Gregory

## SPARTANBURG

Converse College  
James W. Parker

## TENNESSEE

## CHATTANOOGA

Chattanooga Speech and Hearing  
Center:  
J. Dale Welsch  
Baylor School:  
Conrow Miller

## FOUNTAIN CITY

Central High School:  
Albert Ahler

## JACKSON

West Tennessee Speech and Hearing  
Clinic:  
Betty J. Caraway  
Elaine Washington

## JOHNSON CITY

E. Tennessee State College:  
Chase Winfrey

## KNOXVILLE

University of Tennessee:  
Paul L. Soper  
Rosemary Sherrod

## LEBANON

214 N. Cumberland St.:  
May G. Rousseau

## MARYVILLE

Maryville College:  
Doria B. Yeaman

## TENNESSEE—Continued

## MEMPHIS

Humes High School:  
Helen Lochrie  
Memphis State University:  
Evelyn Kempe  
Messick High School:  
Freda Kenner  
Treadwell High School:  
Mary Eleanor Cooley

## NASHVILLE

Belmont College:  
Marjorie Bunyard  
Susan Estes  
David Lipscomb College:  
Donald P. Garner  
Vanderbilt University:  
K. W. Pauli  
Joseph E. Wright

## TEXAS

## ABILENE

Abilene Christian:  
Fred Barton  
Rex B. Kyker  
Hardin Simmons University:  
Emogene Emery

## AMARILLO

Senior High School:  
Mrs. N. N. Whitworth

## AUSTIN

University of Texas:  
Eva B. Currie  
Mac R. Moseley  
L. Bruce Roach  
Thomas A. Rousse  
Howard W. Townsend  
Jesse J. Villarreal  
Donald M. Williams

## BEAUMONT

Lamar State Col. of Tech.:  
Arnold Anderson  
Ted Skinner

## BELTON

Mary Hardin Baylor:  
Norman P. Crawford  
M. Daniel McLallen

## BROWNWOOD

Howard Payne Univ.:  
McDonald Held  
Stark McQuain

## CANYON

West Texas State College:  
Crannell Tolliver

TEXAS—Continued  
COLLEGE STATION

*Texas Agricultural & Mechanical  
College:*  
Lee J. Martin

DALLAS

*Southern Methodist University:*  
Edyth Renshaw

DENTON

*Texas State College for Women:*  
Earl C. Bryan

FORT WORTH

*Texas Wesleyan College:*  
H. B. Brous

HOUSTON

*Houston Speech & Hearing Center:*  
Tina E. Bangs  
*University of Houston:*  
Genevieve Arnold  
Stanley K. Hamilton  
William Kilgarlin  
Auley Luke  
Don Streeter  
Patrick Welch  
R. T. Yelkin

KINGSVILLE

*Texas College of Arts & Industry:*  
Jack P. Clark

LUBBOCK

*Texas Technological College:*  
James E. Brennan  
Bernard A. Landes  
P. Merville Larson  
Annah Jo Pendleton  
Ronald Schulz

MIDLAND

1111 W. Ill. St.:  
Verna Harris

NACOGDOCHES

*Stephen F. Austin State College:*  
Robert B. Capel

PASADENA

210 W. Broadway:  
Nina A. Uerser

SAN MARCOS

*Southwest Texas State Teachers  
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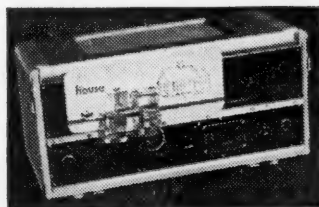
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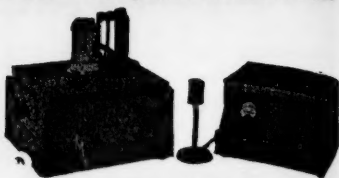


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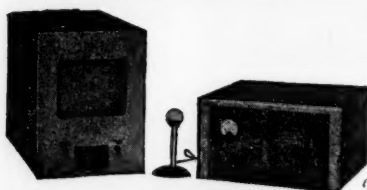


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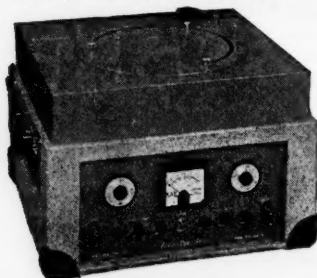
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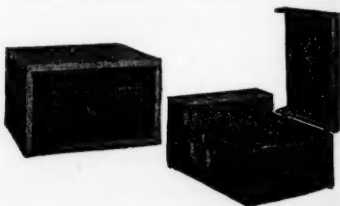
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